1 **Chapter 15**

2 **Grade Ten – World History, Culture, and Geography: The Modern**

3 **World**

4 • How did ideas associated with the Enlightenment, the Scientific

5 Revolution, the Age of Reason, and a variety of democratic revolutions

6 develop and impact civil society?

7 • Why did imperial powers seek to expand their empires? How did colonies

8 respond? What were the legacies of these conquests?

9 • Why was the modern period defined by global conflict and cooperation,

10 economic growth and collapse, and global independence and connection?

11 The more than two hundred and fifty year period covered by the tenth-grade

12 course highlights the intensification of a truly global history as people, products,

13 diseases, knowledge, and ideas spread around the world as never before. The

14 course begins with a turning point: the important transition in European systems

15 of governance from divine monarch to a modern definition of a nation-state

16 organized around principles of the Enlightenment. The course ends with the

17 present, providing ample opportunities for teachers to make connections to the

18 globalized world in which students live. As students move through the years 1750

19 through the present they consider how a modern system of communication and

20 exchange drew peoples of the world into an increasingly complex network of

21 relationships in which Europe and the United States exerted great military and

22 economic power. They explore how people, goods, ideas, and capital traveled

23 throughout and between Asia, Africa, the Americas, and Europe. They analyze

24 the results of these exchanges. The ability to see connections between events

25 and larger social, economic, and political trends may be developed by having

26 students consider the most fundamental changes of the era:

27 • The intensification of the movement toward a global market aided by rapid

28 transportation of goods around the world, powerful international financial

29 institutions, and instantaneous communication

30 • The emergence of industrial production as the dominant economic force

31 that shaped the world economy and created a related culture of

32 consumption

33 • Increasing human impact on the natural and physical environment through

34 the growth in world population, especially urban settings where

35 populations engaged in mass consumption through mechanical and

36 chemical developments related to the industrial revolution

37 • Imperial expansion across the globe and the growth of nation-states as

38 the most common form of political organization

39 • The application of industrial technology and scientific advancements to the

40 development of mechanized warfare, which drew millions of people into

41 the experience of "total war"

42 • The conflict between economic and political systems that defined the post-

43 World War II period

44   •   The emergence of ideas of universal rights and popular sovereignty for all

45   individuals, regardless of gender, class, religion, or race, which spread

46   around the world

47   The content covered in grade ten is expansive, and the discipline-specific skills

48   that are to be taught are equally demanding. In order to highlight significant

49   developments, trends, and events, teachers should use framing questions

50   around which their curriculum may be organized. Organizing content around

51   questions of historical significance allows students to develop certain content

52   areas in great depth. Framing questions also allow teachers the leeway to

53   prioritize their content and highlight particular skills through students'

54   investigations of the past. Moreover, through an in-depth study of individual

55   events and people, students can trace the development of even larger themes,

56   such as the quest for liberty and justice, the influence and redefinition of national

57   identity, and the rights and responsibilities of individual citizens. Questions that

58   can frame the year-long content for tenth grade include: **How did ideas**

59   **associated with the Enlightenment, the Scientific Revolution, the Age of**

60   **Reason, and a variety of democratic revolutions develop and impact civil**

61   **society? Why did imperial powers seek to expand their empires? How did**

62   **colonies respond? What were the legacies of these conquests? Why was**

63   **the modern period defined by global conflict and cooperation, economic**

64   **growth and collapse, and global independence and connection?**

65   As students learn about modern world history, they should be encouraged to

66   develop reading, writing, speaking, and listening skills that will enhance their

67   understanding of the content. As in earlier grades, students should be taught that

68   history is an investigative discipline, one that is continually reshaped based on

69   primary source research and on new perspectives that can be uncovered.

70   Students should be encouraged to read multiple primary and secondary

71   documents; to understand multiple perspectives; to learn about how some things

72   change over time and others tend not to; and they should appreciate that each

73   historical era has its own context and it is up to the student of history to make

74   sense of the past on these terms and by asking questions about it.

75

76   **The World in 1750**

77   • How were most societies organized in the 1700s?

78   • Who held power in the 1700s? Why?

79   • What was the divine right of kings?

80   Students begin tenth grade world history with a survey of the world in 1750.

81   This question can frame students' initial explorations: **How were most societies**

82   **organized in the 1700s?** Students analyze maps of PC: ~~gunpowder~~ powerful

83   empires RFC: Historically the term has been applied to the Ottoman, Safavid and

84   Mughal empires because their power was attributed to that explosive, but not to

85   the others and is therefore inappropriately applied here.   (Qing China, Mughal

86   India, Ottoman Empire, Safavid Persia, Spain, France, England), trade routes

87   (Atlantic World, Pacific/Indian Ocean, and world trade systems), and colonies.

88   The teacher explains that in 1750, people were living in the very end of the pre-

89   modern world. Although there had been many differences in peoples'

90 experiences depending on their location, culture, and language, there were

91 certain broad patterns that were present in most states and empires. Most states

92 and empires were ruled by one leader, called a king, tsar, sultan, emperor, shah,

93 or prince. Students can consider the comparative question: **Who held power in**

94 **the 1700s? Why?** This ruler was usually, but not always, a man who came from

95 a dynasty, a family of rulers. Dynasties changed all the time, when kings were

96 defeated and overthrown, but the winners would then set up a new dynasty

97 under one leader. The tsar or sultan got his legitimacy from his birth into the royal

98 family and the support of religious and political elites. Most emperors claimed

99 that they had been chosen or blessed by divine power, and that they ruled on

100 behalf of God to keep order and justice in the society. The question **What was**

101 **the divine right of kings?** helps students consider the construction of

102 monarchial governments and societies.

103 Besides the royal family, there were elite groups in that society who had

104 political, military, or religious power, and owned wealth and land. These elite

105 groups went by different names in each state or empire, such as nobles and

106 scholar-officials, but they had privileges, that is, special rights that ordinary

107 people did not have. Often elite status was based on birth. There weren't many

108 elites, either, as they were about three to five percent of the population. Below

109 the elite groups, there was a small middle class. But the majority of people in the

110 world worked as farmers and had very little wealth or material possessions, no

111 education, and no political power. The reason that this poor farmers group was

112 so large was because of the limits of energy, power sources, and technology in

113 the pre-modern world. Ninety percent of the people had to work full-time at

114 farming, spinning thread for cloth, and other repetitive manual jobs to produce

115 food, clothing and shelter for everyone. The only power sources were human,

116 animal, wind, and water. There was only enough surplus in the society for a small

117 percentage of people to have more than basic food, clothing, and shelter.

118   Dynasties and elite groups defended their power, wealth, and privilege

119 through customs of social order, force propaganda. They usually resisted giving

120 power to lower social groups, for fear that the nobles or other elites would lose

121 their wealth and privileges. In all societies, customs of social order were

122 hierarchical, meaning that people were unequal. Some people were higher and

123 better than ordinary people.

Grade Ten Classroom Example: The Divine Monarch

Ms. Lee's tenth grade class is learning about the divine monarch by focusing on one key 1610 speech that King James I delivered to Parliament. Ms. Lee has excerpted this speech (she found it by searching online for King James I's "Speech to Parliament" and locates portion that begins with the phrase, "The state of Monarchy is the supremest thing upon earth…" and continues for the next three paragraphs) because it illustrates the way in which kings were perceived to be divinely inspired, and thus their power was understood to be god-like. She has also selected this speech because it clearly lays out the central claim and supporting details of why King James I felt this way. Ms. Lee begins her lesson by telling her students that they will be investigating the question:

How did King James I argue that kings are like gods? After providing her students with very brief background information about when and how James came to power, Ms. Lee presents the primary source to her students. She tells her students that this is a relatively straight-forward primary source because King James I makes a claim, he supports his claims with reasons, and he offers evidence for his reasons and central claim (in much the same way her students would make a claim in an essay). She directs her students to read through the speech a couple of times, making annotations as they find different claims King James I makes. As they read the speech a first time, Ms. Lee's students read for the broad claims. As they read it a second time, Ms. Lee tells her students to work on filling in the graphic organizer she has created. The graphic contains boxes for which students are directed to fill in the following information: 1) the central claim made by James I; 2) the reasons he uses to support his central claim; 3) the evidence he provides to illustrate his reasons; 4) the flaw in his reasons. After Ms. Lee's students complete the graphic, she facilitates table then whole-class discussions to confirm that the students understand the way in which King James I constructs his argument, and that his central flaw lies in his central claim. Ms. Lee then asks her students to work in pairs to construct a paragraph response to the central question: **How did King James I argue that kings are like gods?**

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 5, 8, WHST.9–10.2, 7, 9

CA ELD Standards: ELD.PI.9–10.6b, 7, 8, 11a; ELD.PII.9–10.1

124

125 **1750-1917: Revolutions Reshape the World**

126 **Democratic Revolutions**

127 • How were enlightened ideas a break from the past?

128 • How did the "social contract" affect ordinary people?

129 • Why did civic reformers argue for representative governments?

130 • What are individual or natural rights? Who received those rights in the

131   eighteenth century?

132 • What were the consequences of trying to implement political revolutionary

133   ideas in Europe, Latin America, and North America?

134 • How do the French, American, and Haitian Revolutions compare to one

135   another?

136 • How is national identity constructed?

137   The eighteenth century witnessed the development of two revolutionary

138 trends that ultimately influenced the world in ways that are still felt today: political

139 and industrial revolutions. Before students learn about the on-the-ground

140 experiences and consequences of these two revolutions, they should learn about

141 the ideas that gave rise to them. Political revolutionary ideals were rooted in

142 notions of Athenian democracy, English constitutional laws, the Enlightenment,

143 and other traditions of European political thought, and they emphasize the rule of

144 law, reason, individual rights, republicanism, and citizenship. These concepts are

145 abstract, and the primary sources that illustrate these concepts are dense and

146 challenging for students to navigate. When possible, teachers should try to

147 introduce brief excerpted primary sources or secondary sources that convey

148   meaning in a direct way. Even though principles of political revolutions are

149   challenging to navigate, students should learn the ideas that guided much of

150   modern history before they proceed to learn about the reality and put them into a

151   comparative context.

152   The eighteenth-century revolutionary ideas, which influenced much of the

153   world in the modern period, had its origins in Judeo-Christian culture and Greco-

154   Roman philosophy. Both Jewish and Christian scriptures informed ethical beliefs,

155   while Greek philosophers like Plato and Aristotle were concerned with the

156   establishment of the rule of law to prevent tyranny. Roman legal philosophy built

157   on Greek ideas of citizenship—defined as the exercise of one's talents in the

158   service of the civic community— as necessary to protect the authority of the

159   state. However, authoritarian ideas, such as divine right of kings, the privileged

160   status of nobles and clergy, and rule by elite groups, were also traditional

161   concepts drawing on ancient ideas and practices. In the 1700s, authoritarian

162   institutions and ideas governed every state and empire, and to Europeans in that

163   time, the revolutionary ideas were quite new. This question can frame students'

164   understanding of political revolutionary ideas: **How were enlightened ideas a**

165   **break from the past?** In order for students to understand the significance of

166   concepts like "the rule of law," "citizenship," and "reason," PC: "liberty,"

167   "property," RFC: The Curriculum provides numerous opportunities to discuss the

168   ethical implications of how societies are organized and governed…"students

169   should be aware of the presence or absence of the rights of the individual…" (10,

170   12) for example, teachers should present them as a dramatic break from the

171 past. As students have just finished learning about the seeming divine power of

172 monarchs, they can begin to see how sharply the new ways of learning and

173 thinking were substantially different. Thus, there is a key tension for teachers:

174 emphasizing what a big break from the past these ideas are, but reminding

175 students that the ideas are rooted in ancient societies. The ideas of equality,

176 representation, and rights were so inspiring to people because they emerged in a

177 world dominated by hierarchy, inequality, and lack of representation and rights.

178   Political revolutionary ideas were advocated by civic reformers. Some of the

179 most noted civic reformers were John Locke, Thomas Hobbes, Jean-Jacques

180 Rousseau, PC: Charles-Louis Montesquieu and Adam Smith RFC: Montesquieu

181 and Smith had huge influence on core principles of free societies. These men

182 and other enlightenment thinkers developed the notion of the social contract.

183 Students can consider this question as they investigate the abstract ideas of

184 political revolutionaries: **How did the "social contract" affect ordinary**

185 **people?** The social contract was an idea that stated there should be an

186 agreement among members of a society to cooperate for mutual social benefits

187 in pursuit of an ordered society. Key components of the social contract that

188 students should learn about are that men have natural rights, PC: understood as

189 those given by God, our Creator. Government in free societies is instituted to

190 preserve and protect natural rights RFC: the founders stressed that these rights

191 came from God and not from a government or ruler to life, liberty, and property.

192 Although some of these natural rights were not entirely new, before they had

193 been applied to only certain privileged classes; civic reformers, however,

194 advocated that all citizens have rights such as equality before law. Students can

195 investigate the questions **What are individual or natural rights? Who received**

196 **those rights in the eighteenth century?** as they trace political revolutionary

197 ideas In addition, by comparing the language employed by leading revolutionary

198 writers, such as John Locke (whose *Two Treatises of Government* will help

199 students understand the connection between the enlightenment and revolutions),

200 Thomas Jefferson (whose words from the American Declaration of Independence

201 will prove useful), James Madison (whose Virginia Plan at the Constitutional

202 Convention will be useful in teaching students about distribution of power), and

203 Mary Wollstonecraft (whose *A Vindication of the Rights of Woman* will provide

204 powerful arguments about women's rights), students can compare the proposals

205 that each contributed to these crucial philosophical and political developments.

206 Once students have been introduced to these principles and understand how

207 dramatically different they were from most Europeans' recent past, teachers

208 might have students creatively explain their understanding of the social contract

209 by creating political cartoons, performing an original skit, or writing a short

210 fictional story to illustrate the main components of the contract.

211   Students also learn that the social contract, and especially the notion of

212 natural rights, gave rise to newer ideas about the purpose of government. This

213 question can frame students' understanding about the relationship between

214 natural rights and government: **Why did civic reformers argue for**

215 **representative governments?** Civic reformers argued that the people should be

216 the basis of government, and that men create governments to protect natural

217 rights. Civic reformers' concern for personal liberty and their suspicions about the

218 dangers of tyranny led them to argue for a separation of powers and embrace

219 representative governments of limited power as the ideal form of political

220 organization. As a foreshadowing of the consequences of these ideas, an

221 extension of this new purpose of government is the notion that if this new

222 republican form of government does not protect individuals' natural rights, then

223 the people have a right to overthrow that government and create a new one in its

224 place.

Grade Ten Classroom Example: Connecting Ancient Philosophies with Political Revolutionary Principles
Ms. Davis' tenth grade class is in the middle of its political revolution unit. Using the free lesson, *Tyranny and the Rule of Law*, from the California History-Social Science Project, she asks her students to consider the unit question: **How did tyranny and the rule of law influence revolutionaries?** She has provided her students with several primary sources, including writings from Rousseau as well as excerpts from Plato's *The Republic* and Aristotle's *Politics.* She wants her students to understand how ancient philosophers impacted political revolutionary principles in the 1700s, so she presents them with this secondary text activity. She directs her students to read the directions closely, and to make annotations in the text accordingly.

Following the lesson's directions, Ms. Davis directs her students to read a

secondary source, *Ancient Philosophers and the American Revolution*, which

provides an overview of the impact of the writing of ancient philosophers upon the political revolutionaries. Specifically, it outlines some of the criticisms that political revolutionaries among the American Colonists had against the British Monarch (King or Queen) and how the ideas of writers like Plato and Aristotle resonated with American leaders like Thomas Jefferson. Ms. Davis directs her students to put a check in the left margin when they identified an explanation of the criticism of monarchs and tyranny, and in the right margin, to put an x where they see an explanation of the rule of law. In their groups, students are then asked to discuss where they placed check marks and Xs, and explain how these sections help define tyranny and the rule of law. After sharing with their tablemates, Ms. Davis directs her students to review their choices again; making changes as necessary.

At the end of this activity, Ms. Davis asks her students to work in groups and develop brief presentations for the class that address the original question by making claims rooted in the various texts they have read: **How did tyranny and the rule of law influence revolutionaries?**

Source: Excerpted from "Tyranny and the Rule of Law," *Curriculum to Support California's implementation of the Common Core and English Language Development Standards.* California History-Social Science Project. Copyright © 2014, Regents of the University of California, Davis Campus. For more information or to download the free curriculum: http://chssp.ucdavis.edu/el-

<u>support</u>.

CA HSS Content Standards: 10.1.2. 10.2.1

CA HSS Analysis Skills (9-12): Historical Research, Evidence, and Point of

View 4; Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.9–10.1, 5, 6, 8, SL.9–10.1, 4

CA ELD Standards: ELD.P1.9–10.1, 6a, 7, 8, 9, 11a; ELD.PII.9–10.1

225

226   With an understanding of the political revolutionary ideas, students can begin

227   to learn about the realities that developed from them. **What were the**

228   **consequences of trying to implement political revolutionary ideas in**

229   **Europe, Latin America, and North America?** Political revolutions erupted in

230   North America, Europe, and Latin America in the eighteenth century. Leaders of

231   all of the revolutions espoused liberal, democratic, and constitutional ideologies.

232   These leaders were from the bourgeoisie, or middle-class; this group was distinct

233   because it was not from the nobility, it tended to not hold power, and it was

234   educated. While the aims of these revolutions were realized only partially, their

235   ideas spread throughout the world, inspiring reforms and revolutions across the

236   globe. During this period, aristocratic and mercantilist elites continually

237   challenged the power of monarchs. These conflicts intensified as states

238   increased taxes in their efforts to pay the costs of centralizing government

239   administration and rising military expenditures. The Glorious Revolution, when

240   the English Parliament emerged victorious and the authority of the monarch was

241   limited by the rule of law, was an early example of this type of contest. In

242   contrast, the American, French, Haitian, and Latin American revolutions a

243   century later overthrew monarchical authority altogether. In North America,

244   colonists issued the Declaration of Independence, asserting that all men have

245   "unalienable Rights" PC: given by our Creator, a revolutionary concept, RFC: the

246   rights did not come from the government or ruler "This framework acknowledges

247   the importance of religion in human history." (14) that they sought to be upheld

248   through a republican form of government. The French Revolution led to the

249   dissolution of the French monarchy, the establishment of a republic, and

250   universal male participation in politics. Although the French Revolution opened

251   up opportunities for women and slaves to petition for rights, it succumbed first to

252   a destructive Terror, then ultimately to despotism and continental war under

253   Napoleon. American, European, and Latin American revolutionaries defended

254   their actions using these ideas. Their post-revolutionary constitutions were

255   explicitly written to limit executive power and protect the rights of citizens.

256   Students should explore the arguments for individual rights in this era, as well as

257   the exclusion of groups like women from full access to these rights. In particular,

258   they could consider the paradox between slavery and individual rights through an

259   examination of Enlightenment writings and images, including evidence from

260   abolitionist campaigns and defenses of enslavement.

261   A transatlantic republic of letters helped spread revolutionary thinking and

262   activism. With the American and French revolutions serving as models of

263   republican government, former slaves in Haiti, colonial peoples in Latin America,

264   and military and religious elites in Spain and Portugal all participated in

265   revolutionary uprisings. Students can make meaning about these revolutions in a

266   comparative context by addressing the question: **How do the French,**

267   **American, and Haitian Revolutions compare to one another?** Many new

268   leaders established constitutional governments that echoed principles from the

269   Glorious Revolution, Enlightenment ideas embodied in the English Bill of Rights,

270   the French Declaration of the Rights of Man and the Citizen, and the United

271   States Constitution. Liberal democratic principles, such as individual rights and

272   the rule of law, replaced traditional aristocratic privileges. Students may consider

273   how the universal ideas of the Enlightenment texts provided a political tool for

274   disfranchised groups to press for greater rights in liberal democracies during the

275   modern era. Yet these revolutionary principles were applied differently in each

276   context; in the Americas citizenship and natural rights did not apply to slaves,

277   women, and many men that did not own property, while in Haiti, revolutionary

278   principles translated directly to the abolition of slavery.

279   Atlantic revolutions and the subsequent Napoleonic Wars resulted in the

280   establishment of a new type of political structure, the nation-state. Through the

281   growth of popular print media, the centralization of the state, and the increasing

282   connections facilitated by transportation networks, people began to imagine

283   themselves as part of a larger national community. Students can consider the

284   question: **How is national identity constructed?** in order to learn about these

285   developments, as well as to serve as a bridge to the next unit on the industrial

286   revolution. Shared language, religion, literacy, and culture created connections

287   between people that served as a foundation for the development of a national

288   identity. Arguments over the definition of citizenship, who was included and

289   excluded, in the nation-state continue into the contemporary period and therefore

290   provide opportunities for students to develop further their own understanding of

291   the rights and responsibilities of citizens.

292

293   **Industrial Revolutions**

294   • Should this era of industrialization be called an industrial revolution? Why

295   or why not?

296   • What were the results of the Industrial Revolutions? How was technology,

297   and the environment transformed by industrialization?

298   • How did industrial revolutions affect governments, countries, and national

299   identity in similar and different ways?

300   The Industrial Revolution shifted the center of the world economy from Asia to

301   Western Europe in the nineteenth century. Students learn that its path diverged

302   sharply from that of China and India, which had together accounted for nearly

303   half of the world's manufacturing prior to the rise of industrialization. Some

304   historians have criticized the use of the term "revolution," as the changes brought

305   by industrialization were often gradual and uneven. Students can wrestle with

306   this topic by addressing the question: **Should this era of industrialization be**

307   **called an industrial revolution? Why or why not?** In a broad global

308   perspective, however, industrialization has arguably been one of the most

309   dramatic transformations in human history, making available vast stores of

310   underground coal, oil, and gas energy and altering patterns of work, settlement,

311   international relations, consumption, family relations, and values.

312   The industrial "revolution" was energized by coal and eventually by petroleum

313   and natural gas. Fossil fuels that drive steam and electrical engines made

314   possible a huge increase in the amount of productive energy available to

315   humans. As students will learn later in the course, this revolution facilitated the

316   development of European imperialism in the late nineteenth century. Together,

317   mechanized heavy industry, a culture of mass consumption, and a global division

318   of labor continue to shape economic growth in the contemporary world, though

319   this growth continues to be lopsided in its benefits to the world's population.

320   In addition to its historical significance, the Industrial Revolution also provides

321   rich opportunities for students to develop their geographic and economic literacy.

322   Students can consider **What were the results of industrialization?** in order to

323   come away with a broad overview of how many aspects of life were transformed

324   by industrialization. Britain was the first nation to industrialize, benefitting from a

325   number of strengths. Students use a variety of maps to explore Britain's

326   resources, such as navigable rivers and large coal deposits, an available pool of

327   labor, an economic and political system that encouraged innovation. Students

328   review economic data to see how industrialization generated profits for Great

329   Britain through its role in worldwide trade and from goods produced in its

330   colonies. The inventions and discoveries of James Watt, Eli Whitney, Henry

331   Bessemer, Louis Pasteur, Thomas Edison, and others resulted in advances in

332   science and technology. Agricultural and scientific improvements allowed for a

333 more urban and healthy population. Advances in medicine led to an increasingly

334 institutionalized and professionalized medical establishment, which an increasing

335 understanding of early germ theory. These new technologies and ways of

336 understanding the world soon spread beyond western Europe to the United

337 States, and Japan, sharing knowledge worldwide. Students can also identify the

338 environmental impact of the Industrial Revolution and discuss the positive and

339 negative consequences of industrialization. Students learn that the industrializing

340 nations, for example Great Britain, were confronted with a wide array of changes

341 resulting from the Industrial Revolution. They determine that the rapidly growing

342 population was putting great demands on the natural resources available to

343 these countries, resulting for example, in a decreasing supply of wood, Great

344 Britain's primary source of energy, as well as a major resource for buildings,

345 ships, and tools (California Environmental Principle I). Students learn that Great

346 Britain created a system of factory production and coal-powered machinery to

347 resolve the energy shortage, setting the stage for it to become the wealthiest

348 country in the world. Using graphs of population growth, cotton textile, iron, and

349 coal production, as well as an array of primary sources leads students to an

350 understanding of the relevance of natural resources, entrepreneurship, labor, and

351 capital combined to the beginning of the Industrial Revolution. (See Appendix F

352 EEI Curriculum Unit Britain Solves a Problem and Creates the Industrial

353 Revolution 10.3.1.-10.3.5.)

354   The Industrial Revolution represented a fundamental shift in the production of

355 goods. Large-scale repetitive-motion machines powered by new energy sources

356 such as coal and steam improved production and required the expansion of

357 markets. However, human and animal energy remained important for the vast

358 majority of people, thereby increasing inequality between people who owned the

359 means of production and those who engaged in wage labor and subsistence

360 farming. Competing for profits, corporations grew substantially as they sponsored

361 continuous innovations in goods and carefully oversaw systems of production.

362 Wage laborers subjected to regimented work conditions in factories rapidly

363 produced inexpensive standardized goods. Industrialization also dramatically

364 changed the way of life for millions of people who were not directly involved in

365 factory work. Miners, independent farmers, and plantation workers in Africa, Asia,

366 and Latin America, were essential to the creation of commodities produced in

367 factories. Students learn about the relationship between the Industrial Revolution

368 and the growth of urban centers which resulted in, depopulation of rural areas

369 and migration to urban areas; a shift from agrarian-based society to

370 manufacturing-based society; and a change in the pressures society places on

371 natural resources. Students can consider the multiple ways in which

372 industrialization transformed people's daily lives, in terms of providing many more

373 merchantable goods in the marketplace, to standardizing time and work

374 schedules. Students can also learn about the negative consequences of

375 industrialization: overcrowded cities and housing, poor sanitation, unsafe working

376 conditions, for example.

377   The leaders of world empires reacted to industrial change in various ways.

378 Russia followed a model of government-sponsored development. In Japan, after

379 overthrowing the Tokugawa dynasty in a coup, the Meiji government rapidly

380 embraced industrialization. Japanese government ministers adapted European

381 military, bureaucratic, and educational techniques, while also creating *zaibatsus*,

382 a distinctively native form of business organization in which large family-owned

383 monopolies controlled broad sectors of the economy. Leaders in the Ottoman

384 Empire and China engaged in limited industrialization, but their choices were

385 constrained by the earlier establishment of informal European empires. This

386 accelerated their gradual military decline, which had already begun by the 1700s.

387 The following question can help students place industrialization's impact upon

388 nations in a comparative context: **How did industrial revolutions affect**

389 **governments, countries, and national identity in similar and different ways?**

390   While countries experienced industrialization in distinctive ways, they also

391 faced some similar experiences. Most states experienced similar challenges in

392 the shift to industrialized labor. Population growth accelerated in many regions of

393 the world, and the number of cities with populations of 100,000 or more

394 multiplied. Populations increasingly concentrated in urban areas where housing

395 and sanitation infrastructure could rarely keep pace with the growth in need.

396 While the standard of living gradually improved throughout the world, the

397 disparity between the wealthiest and the poorest people within countries grew.

398 To make sense of these broad shifts, students can address the question: **How**

399 **did industrialization affect ordinary people, families, and work?** Addressing

400 this question through literature from the time presents a valuable opportunity for

401 History-social science teachers to collaborate with English teachers. Teachers

402   could collective design lessons in which students learn about daily life during

403   industrialization by reading the work of Dickens, Dreiser, Sinclair, or a number of

404   muckrackers, for example. At the same time, European and American workers

405   often protested the rigid time-discipline and poor conditions of factory work.

406   Unions grew, often inspired by new ideologies of socialism, particularly Marxist

407   concepts of inherent class conflict between the profit interests of capitalists and

408   the concerns of laborers. Some socialist experimenters set up planned, or

409   utopian communities in Europe and the United States, most of them short-lived,

410   where workers would share the products of their labor or at least enjoy fair and

411   just relations with employers. Students can be introduced to the concept of

412   socialism by addressing the question: **Why did socialist ideologies emerge**

413   **and what were their key tenets?**

414   In pre-industrial societies, family units working in or near the home produced

415   most goods. Industrialization separated home from work in function and location.

416   Using relevant primary sources and literature, students can investigate the

417   impact of industrialization upon families. Middle-class families began to think of

418   home as a separate sphere for women and children to be protected from the

419   evils of the industrial environment. Women were discouraged from paid labor,

420   and children were sent to school. In many poorer families, however, both women

421   and children continued to work in the paid labor force. Although the mechanized

422   production of goods and crops dramatically changed life in industrial nations,

423   most of the world continued to engage in subsistence farming to meet basic

424   needs. Students may compare the similarities and differences in the

425   consequences of industrialization in industrial and non-industrial countries while

426   evaluating the costs and benefits of industrialization. Students can compare and

427   contrast child labor around the world today with child labor in the 1800s. To

428   advance students' understanding of ordinary people's experiences with and

429   responses to industrialization, they can examine a brief primary source, Samuel

430   Smiles' 1882 work, *Self Help.* Students might find especially useful the paragraph

431   that begins with the sentence: "The spirit of self-help, as exhibited in the

432   energetic action of individuals, has in all times been a marked feature in the

433   English character, and furnishes the true measure of our power as a nation." This

434   and the following few paragraphs illustrate one perspective on how people felt

435   about these years. Teachers can encourage students to read this as a document

436   with a particular perspective and agenda about how English people should

437   respond to their new worlds.

438

439   **The Rise of Imperialism and Colonialism**

440   • Why did industrialized nations embark on imperial ventures?

441   • How did colonization work?

442   • How was imperialism connected to race and religion?

443   • How was imperialism similar and different between colonies in Africa,

444   Asia, and Latin America?

445   • What were the causes and effects of the Mexican Revolution?

446   • How did native people respond to colonization?

447   In this unit, students examine industrialized nations' worldwide imperial

448   expansion, fueled by demand for natural resources and markets and aided by

449   ideological motives of a "civilizing mission." The question **Why did industrialized**

450   **nations embark on imperial ventures?** can help connect students' earlier

451   learning about industrialization with foreign policy. The economic strength of

452   industrialized nations gave them an advantage of cheaper goods over nations

453   that engaged in traditional manual production of goods. For much of the late

454   nineteenth and early twentieth century, local manufacturing in regions such as

455   India, China, and Latin America declined dramatically. Some scholars use the

456   label "informal empire" to refer to situations where countries, while not formally

457   colonized, became increasingly dependent on industrialized nations, which

458   sometimes threatened violence, to establish the terms and conditions of

459   international commerce.

460   The race to secure raw materials spurred European, Japanese, and

461   American imperialism. Students can continue to address the overall question

462   **Why did industrialized nations embark on imperial ventures?** and they can

463   also learn about the process of imperialism by considering the question **How did**

464   **colonization work?** Tropical products, such as rubber and tea, and other

465   resources for industrial use drove competing nations to claim political, economic,

466   and territorial rights to colonies. Students should read primary sources that reflect

467   the multiple motivations behind European imperial efforts. F. D. Lugard's *The*

468   *Rise of Our East African Empire* explains in direct clear language why in 1893

469   European leaders believed it to be necessary to expand their empires for

470 economic reasons. To locate a useful excerpt from this text, teachers should

471 search online for the paragraph that begins with the sentence: "It is sufficient to

472 reiterate here that, as long as our policy is one of free trade, we are compelled to

473 seek new markets; for old ones are being closed to us by hostile tariffs, and our

474 great dependencies, which formerly were the consumers of our goods, are now

475 becoming our commercial rivals." Students might also read Joseph Conrad's

476 *Heart of Darkness* or Adam Hothschild's *King Leopold's Ghost.* Colonizers also

477 justified their conquests by asserting arguments of racial hierarchy and cultural

478 supremacy, offering a vision of civilization in contrast to what they argued were

479 "backward" societies. Literature and poetry, such as Rudyard Kipling's "The

480 White Man's Burden," engages students with this period and deepens the ability

481 of students to understand the era within its own context. Students compare the

482 perspectives of advocates for and against imperialism and consider the way each

483 side presents evidence to support their claims. The question **How was**

484 **imperialism connected with race and religion?** can be addressed by a close

485 reading and analysis of Kipling's poem. Overall, students should understand the

486 multiple inter-connected causes and justifications for colonization: religious,

487 racial, and political uplift; economic exchange; and geopolitical power.

488   Governments in industrialized nations also viewed overseas expansion as a

489 means to strengthen their own global strategic position. The development of

490 more advanced firearms, transportation, and communications than nonindustrial

491 societies paved the way for a wave of imperialism. Britain, France, and other

492 European nations established colonies throughout Africa and South and

493   Southeast Asia, while the United States and Japan did the same around the

494   Pacific Rim, often allying with local elites and exploiting colonized peoples as

495   laborers despite sometimes strenuous resistance. Indigenous leaders in various

496   colonized regions engaged in protracted resistance to the colonizers, though they

497   were ultimately outmatched by the military superiority of the colonial powers. In

498   India, for example, students explore the environmental and social effects of

499   Britain's acquisition and control of the raw goods and markets, and in South

500   Africa, where its wealth of gold and diamonds provided the capital needed for

501   further industrialization. Students learn how the competition for and decisions

502   regarding natural resource acquisition and use influenced perspectives regarding

503   the use of colonial lands and the nature of colonial rule (California Environmental

504   Principle V). Only a few countries under European pressure, notably China,

505   Thailand, Iran and Ethiopia, retained their political independence. Students might

506   study the Opium Wars in China to learn about the ways in which British attempts

507   at controlling Chinese markets and opening ports led to extended and intense

508   conflicts. Students can demonstrate their understanding of this period–and the

509   different perspectives of both the industrialized and colonized nations–by writing

510   editorials, government position papers, giving speeches, or creating multimedia

511   documentaries for their classmates.

512   Although most Latin American nations were technically independent in this

513   era, they often came under the influence of European nations and the United

514   States after accepting large loans to help them develop transportation and

515   communication networks. Latin American countries produced cash crops and

516   mined raw materials in exchange for cheap goods, which disadvantaged local

517   industries. The inequality produced between wealthy and poor states, was

518   mirrored by growing divisions between "haves" and "have nots" in many of these

519   societies. These tensions led to revolutions in Mexico and elsewhere with leaders

520   competing over liberal and Marxist visions for their nations. Given students' close

521   proximity to Mexico, they might wish to focus on Mexico's experience during the

522   era of imperialism and learn about its revolution in the context of colonization.

523   Students can address the question: **What were the causes and effects of the**

524   **Mexican Revolution?** After teachers briefly review Spanish conquest, Mexican

525   independence, and the decades-long leadership of Porfirio Diaz with an

526   emphasis on race and land ownership, students should learn about the high

527   percentage of land and resources that were owned by foreign investors (mainly

528   American) in the early twentieth century. Next, teachers might wish to explain the

529   experience of the ordinary people like the Campesinos and show art from the era

530   like Diego Rivera's "Repression." Teachers should divide students into five

531   groups that are each assigned a unique perspective and primary source

532   document from the period: 1) Porfirio Diaz; 2) Moderates (represented by

533   Madero, Huerta, Carranza); 3) Emiliano Zapata and Campesinos of the South; 4)

534   Pancho Villa and the Vaqueros of the North; 5) The U.S. To locate the sources

535   that represent each of these perspectives teachers can search online for "The

536   Plan de Ayala;" "Pancho Villa's Dream;" and consult Lucia Nunez's *Episodes in*

537   *the History of U.S.–Mexico Relations* as well as John Guyatt's *The Mexican*

538   *Revolution*. After each group has identified the perspective and goals of their

539   group, the whole class should discuss areas of agreement and disagreement

540   between groups, while the teacher charts it on the board and students take

541   notes. With so many competing interests in the Revolution, students should

542   come away with a sense that the extended conflict was a nationalist and socio-

543   economic revolution. After learning about the results and consequences of the

544   Revolution, students might write a paragraph about the perspective of the person

545   they represented or make a brief speech about which leader in the Revolution

546   they would have supported and provide evidence for their position. Students can

547   continue to survey other examples of nations that stayed independent during the

548   era of imperialism by considering examples from Asia. In China, Sun Yat-Sen's

549   Republic of China replaced centuries of dynastic rule and, with great effort,

550   fought off the imperialist aspirations of foreign countries. Students further

551   research the important moments and leaders of the revolutions, including

552   SunYat-Sen of China, José Martí of Cuba, and Menelik I of Abyssinia.

553   Students can continue to consider the question **How did colonization work?**

554   in order to understand the concrete results of colonization in a variety of

555   geographic contexts. Colonizers introduced new infrastructures, medicines,

556   educational systems, and cultural norms. Print technology and more rapid

557   transportation aided the growth of organized religion. These technological

558   developments also facilitated integration of regional Indian religious traditions into

559   the larger religious tradition of the subcontinent while still retaining their regional

560   identity. Christian missionaries made use of colonial institutions and

561   infrastructure to educate and evangelize native peoples, helping to broaden

562   Christian presence around the world. Some European thinkers joined religious

563   beliefs to Social Darwinian ideas about the evolution of races, leading to

564   European efforts to "civilize" native peoples they perceived as "backward." They

565   also attempted to change practices involving marriage and women's social roles

566   to infuse Western notions of progress into the basic structures of society.

567   While some colonial peoples converted to European practices, others deeply

568   resented the violent exploitation of their people and the disruption of their

569   traditional beliefs. Students should consider the question **How did native people**

570   **respond to colonization?** in order to make sense of the multiple contexts and

571   responses to colonization. Nationalist leaders, often educated in European

572   universities, began to use ideologies rooted in the Enlightenment to challenge the

573   injustice of Western and Japanese imperialism. Europeans, in turn, were shaped

574   by their encounters with colonial peoples through their exposure to non-Western

575   religions and systems of thought for the first time. Imperial encounters

576   strengthened European nationalism at home as colonizers defined themselves in

577   response to colonial "others." Events like the Dreyfus Affair in France highlight

578   the rigidity of national identity, a symbol of injustice, the tension between the

579   rights of the individual versus the greater needs of the state, the rise of anti-

580   Semitism in Europe, and the birth of a Zionist movement as an alternative form of

581   national identity. Though the label "globalization" is often restricted to the late

582   twentieth-century, students might explore the ways in which both the processes

583   of industrialization and imperialism initiated transformations in transport and

584   communication technologies, unprecedented levels of global migration, and

585   accelerating global economic exchange.

Grade Ten Classroom Example: World History and World Literature
Background

This year at John Muir high school, the tenth grade world literature teacher, Ms. Alemi, and the tenth grade world history teacher, Ms. Cruz, have decided to collaborate and align their major units of instruction so that their students see the connections between the content taught in each discipline. A number of the reading selections and novels for the tenth grade World Literature class would support students' understandings of the historical concepts and time periods addressed in the world history course. The teachers first determine where their curriculum already intersects and then begin planning interdisciplinary units that align the content and literacy tasks in the two courses.
 	
World History Lessons
 	
   Ms. Cruz's tenth grade world history class is beginning a unit on the era of New Imperialism that took place roughly from the 1830's until the beginning of World War I in 1914. She introduces students to the historical investigation question for the whole unit: **What were the causes and effects of imperialism?** She then focuses students on the question for the first part of the unit: **How did Europeans justify the expansion of their colonial empires?**
 	
   Ms. Cruz's introduces excerpts from the primary source *The Dual Mandate in British Tropical Africa* written by Lord Frederick Lugard, the first British governor-

general of Nigeria. The book exemplifies the major justifications that European

powers gave for building their colonial empires throughout the world and explains

the nature of the *dual mandate*, or that both the colonizer and the colonized

benefit from colonial expansion. She provides the students with the background

of the various justifications (economic, religious, social Darwinism, etc.) and

students work together to pull quotes from the document that exemplify the

particular justifications. Students also must explain how the evidence they

selected supports the justifications. Students gain additional information from

their textbooks and other primary sources that discuss the motivations that

European powers had for colonizing other nations.

In order for students to gain the perspective of the indigenous peoples that

were colonized by European powers, Ms. Cruz gives her students a number of

first-hand accounts. Students find quotes in the texts that reflect both the

perspective of colonial people and the impacts that colonization had upon their

people and their nations. Ms. Cruz then leads a class discussion in which the

students compare and contrast life before and after colonization as well as the

perspectives of the colonizers and the colonized.

Next, students walk to different areas in the classroom in which several

different primary source images that depict colonization are posted on the wall.

Some of these images are political cartoons and newspaper advertisements, but

others are art created during the late nineteenth century. Students must walk the

gallery and record which European powers and colonies are represented in the

image, what is occurring in the image, the symbols that are present in the image, and finally they must determine whether the image is *anti* or *pro* colonization and explain their reasoning. Ms. Cruz then leads a classroom discussion so that students can share out the evidence that they recorded from each image.

Summary of World Literature Lessons

Meanwhile, in world literature, Ms. Alemi's students begin a unit on African literature by reading *Things Fall Apart*. Written in 1958 by Nigerian novelist Chinua Achebe, the novel takes place in eastern Nigeria at the end of the 19th century and deals with two stories: that of Okonkwo, a respected tribal leader and *strong man* who falls from grace in his Ibo village, and the clash of cultures and changes in values brought on by British colonialism. The story is conveyed through illustrating the life of Okonkwo and his family and the tragic consequences of his actions and events that are beyond his control. In interviews, Chinua Achebe said that he became a writer in order to tell the story from his and his people's (the Ibo) own perspective. The novel was written in English (the language of the British colonizers) and was, in large part, a response and counter-narrative to colonial texts, such as Joseph Conrad's *Heart of Darkness*, which often portrayed Africans as savages or animals.

Ms. Alemi and Ms. Cruz selected the book because it expands their students' knowledge of world literature and because the novel provides students with an opportunity to discover universal messages and themes through the lens of Ibo culture and linguistic and literary techniques that are central to that culture. The

novel also supports the learning goals Ms. Cruz has for the students in world history. As the teachers research the novel, they learn that "One of the things that Achebe has always said, is that part of what he thought the task of the novel was, was to create a usable past. Trying to give people a richly textured picture of what happened, not a sort of monotone bad Europeans, noble Africans, but a complicated picture" (Princeton University Professor Anthony Appiah, cited on Annenberg Learning). The teachers feel that their students are capable of exploring these complex ideas.

Ms. Alemi will facilitate students' deep analytical reading of the novel, which will prepare them to read other texts more carefully and critically, including a novel they select from contemporary Nigerian literature. Over the course of the unit, Ms. Alemi will engage her students to "*dig deep* into the novel, *branch out* to other texts, and *harvest* the knowledge they've gained" by applying it to other texts. See California's 2014 English Language Arts/English Language Development Curriculum Framework, Chapter 7 to see the complete lesson.

Concluding Activities for World History

The students will use the information gathered from primary sources, their textbook, and *Things Fall Apart* to participate in several mini-debates where they speculate about the short- and long-term impact of the colonial experience. The debates, or small group discussions, take various aspects of colonization, such as "What impact will the colonial experience have upon the economies of the colonial powers and their former colonies? How will the colonial experience

impact the standard of living, literacy rates, and public health in the developed and developing countries? What impact will the colonial experience have upon relations between Europe and the developing countries in Asia and/or Africa?" Students would be responsible for bringing in specific examples from the novel and the primary resources to further discuss the issue and explain which country or countries would benefit most from the experience.

In Ms. Cruz's class students conclude the unit by writing an essay using the information gathered throughout the unit to address one of the following two questions: **What impact did the colonial experience have upon indigenous peoples and their countries? What impact did the colonial experience have upon Western colonial powers?** Students must provide a clear thesis statement and specific evidence from their text, primary sources examined throughout the unit, as well as examples from the novel *Things Fall Apart.* In addition, they must provide analysis that examines how the evidence that they provided supports the argument in their thesis.

Sources:

Achebe, Chinua.1958. *Things Fall Apart.* New York: Anchor Books.

Annenberg Learner Invitation to World Literature: Things Fall Apart (http://www.learner.org/courses/worldlit/things-fall-apart/explore/key-points.html)

CA HSS Content Standards: 10.4.1, 3

CA HSS Analysis Skills (9-12): Historical Research, Evidence, and Point of View 4; Historical Interpretation 1, 3

> **CA CCSS for ELA/Literacy:** RH.9–10.1, 2, 6, 9, 10, WHST.9–10.1, SL.9–10.1, 4
>
> **CA ELD Standards:** ELD.PI.9–10.1, 3, 5, 6a, 6b, 7, 10a, 11a; ELD.PII.9–10.2b

586

587 **Causes and Course of World War I**

588 • Why did The Great War become a World War?

589 • How was World War I a total war?

590 • What were the consequences of World War I for nations and people?

591 • Why did the Russian Revolution develop and how did it become popular?

592 The Great War, later called World War I, began in 1914 as a result of

593 nationalist tensions in Europe and the subsequent militarization that resulted

594 from clashes between these states over colonial resources and markets. The

595 question **Why did The Great War become a World War?** can guide students'

596 initial investigation into the conflict. This insecurity led these powers to form

597 alliances, which embroiled the great powers of Europe in a multi-year conflict that

598 included soldiers from many parts of the world. The gradual disintegration of the

599 Ottoman Empire, alongside a growing militarization of the European powers,

600 created a climate of distrust that eroded the balance of power. At the advent of

601 the war, political leaders who faced social unrest at home saw the war effort as a

602 way to divert popular criticism and stoke patriotism in support of a war effort.

603 Students should learn about the complexity of why and how each state justified

604 its entry into the war. To this end, European governments created propaganda

605 aimed at encouraging the civilian population to support total war. To deepen

606 student understanding of the causes of World War I, teachers can divide the

607   class into groups representing the major participants on both sides in the war. In

608   their groups, students examine a collection of wartime propaganda and political

609   cartoons by utilizing one of the many primary-source analysis tools available

610   online to develop a visual analysis of the imagery to understand the link between

611   claim and evidence in these texts. Based on wartime propaganda, students can

612   make find similarities and differences in terms of how nations portrayed their

613   enemy states, through dehumanizing their enemy or highlighting threats to their

614   own liberty, for example.

615   The war that was to be "over by Christmas" continued as opposing armies on

616   the Western Front settled into to a stalemate through strategies and tactics in

617   which each side dug in behind a wall of trenches that reached from the North

618   Sea to Switzerland. The battles on the Eastern front covered a wider territory, but

619   also remained largely a stalemate. Using primary sources as well as literature,

620   such as Erich Maria Remarque's *All Quiet on the Western Front*, or poetry

621   including Wilfred Owen, *Dulce et Decorum est,* students can come to appreciate

622   the struggles faced by soldiers fighting in the trenches. For three years, the

623   western front moved roughly three miles per year in any one direction. Although

624   the primary battles of World War I took place in Europe, colonial soldiers from

625   Africa and Asia had participated in the war effort alongside soldiers from

626   Australia, New Zealand, and the United States, which entered the war in 1917.

627   Both military and civilian casualties resulted from a war that had many fronts. To

628   learn about the unprecedented deadliness of the war, students should address

629   the question: **How was World War I a total war?** Technological advancements,

630   such as the machine gun, poison gas, aircraft, and high explosives, allowed for

631   destruction of human life on a scale previously unknown. The advent of total war

632   meant mobilizing not only the soldiers, but also civilians on the home front and in

633   colonial territories. Entire societies and economies were focused on war. Combat

634   in Western Europe, Eastern Europe, and the Middle East (highlighted in Scott

635   Anderson's *Lawrence in Arabia*) left marks on these societies that were felt long

636   after the fighting ended.

637   By 1918, 16 million military personnel and civilians had died and millions

638   more returned home wounded; this toll was enlarged by that year's deadly

639   pandemic of the Spanish Flu. The Ottoman, Austro-Hungarian, and Russian

640   empires had disintegrated and in their place new, independent states emerged,

641   including Poland, Russia, Prussia, and Austria. In 1915, as the Ottoman Empire

642   declined, the Turkish government carried out a systematic genocide against the

643   Armenian population that had been living on its historic homeland in what is now

644   eastern Turkey. Turkish authorities first arrested hundreds of Armenian political

645   and intellectual leaders, sending them to their deaths; Armenian men were

646   conscripted into work camps where they were killed outright or through

647   exhaustion. The remaining Armenians were ordered onto death marches into the

648   Syrian desert, during which they were subjected to rape, torture, mutilation,

649   starvation, holocausts in desert caves, kidnapping and forced Turkification and

650   Islamization. More than 1.5 million Armenians, more than half of the population

651   was eliminated in this way; virtually all their personal and community properties

652   were seized by the government, and more than 500,000 innocent people were

653 forced into exile during the period from 1915 to 1923. When the war ended in

654 1918 the Armenian population was reduced by 75% and their historical lands

655 were confiscated by the Turkish government. Students may examine the

656 reactions of other governments, including that of the United States, and world

657 opinion during and after the Armenian genocide. The Red Cross's aid to

658 Armenian Genocide survivors also demonstrates the worldwide humanitarian

659 response to the crisis. They should examine the effects of the genocide on the

660 remaining Armenian people, who were deprived of their historic homeland, and

661 the ways in which it became a prototype of subsequent genocides. To connect

662 these multiple effects of war, students can consider the question: **What were the**

663 **consequences of World War I for nations, ethnic groups, and people?**

664   The decline of the imperial powers that resulted from the Great War led to

665 new political structures and political dissent in many European countries, most

666 notably a revolutionary uprising in Russia. Students can address the following

667 question: **Why did the Russian Revolution develop and how did it become**

668 **popular?** In 1917, the ineffectual Czarist leadership was overthrown. The

669 communist Bolsheviks seized power and struggled to create a new form of

670 government that established the political monopoly of the Communist Party and

671 workers' soviets. Students analyze primary and secondary sources to consider

672 the dramatic social, political, cultural, and economic effects that resulted from the

673 revolution. Students may focus their research on a specific group, such as rural

674 women, to explain cause and effect and change over time.

675

676 **Effects of World War I**

677 • How did World War I end? What were the consequences of the postwar

678 agreement?

679 • How was the Balfour Declaration implemented?

680 • PC: What was decided at San Remo for the Middle East Arab regions and

681 a Jewish homeland? RFC: The Ottoman Empire was partitioned after

682 World War I and those partitions remain in force today allowing Arabs to

683 have their many separate nations and the Jews their homeland, through a

684 system of mandates.

685 • What were the effects of World War I upon ordinary people?

686 • Why does the term "lost generation" refer to those that lived through or

687 came of age during these years?

688 • How did the post-World War I world order contribute to the collapse of the

689 world-wide economy?

690 In 1919, the victors of World War I—France, Britain, and the United States—

691 turned toward settling the war, organizing peace, and punishing the losers.

692 Students can address the following question as they study the short-term

693 consequences of The Great War: **How did World War I end? What were the**

694 **consequences of the postwar agreement?** President Woodrow Wilson offered

695 a vision of a peaceful postwar world order based on the principles of national

696 self-determination and free trade in his Fourteen Points. However, only some of

697 his principles were embraced by Britain and France in the Treaty of Versailles.

698 The leaders of the victorious countries drafted the treaty, which required the

699   losing powers, particularly Germany, to assume responsibility for starting the war,

700   and for paying the victors reparations with large amounts of currency and land.

701   New states were created in Eastern Europe, carved from the territories of the

702   German, Austrian, Ottoman, and Russian empires. The Treaty of Versailles also

703   established the mandate system, which granted many of the Allied Powers,

704   including Japan, administrative governance over former territories and colonies

705   of Germany and the Ottoman Empire. However, in Africa and Asia, colonized

706   peoples who had fought for the British and French soon realized that they would

707   not be granted self-determination like Eastern Europeans were. Consequently,

708   nationalist leaders began to organize independence movements to oppose the

709   authority of colonial powers. The political and social map of the Middle East PC:

710   ~~continued to be~~ was redrawn through mandates defined at the San Remo

711   Conference and enacted by the League of Nations. Britain's Balfour Declaration

712   of 1917 was formalized in the Mandate for Palestine, controlled by the United

713   Kingdom, and which granted Jews (many involved in the Zionist movement) a

714   homeland in Palestine. The Arab nations also were given independence through

715   their Mandates for Syria, controlled by France, and for Mesopotamia controlled

716   by the United Kingdom. RFC: Historical Literacy demands that students be

717   aware of the important decisions, which formed the modern world. Students

718   should learn about the significance of postwar agreements in setting the world

719   map and basis for future conflicts by addressing the question: **How was the**

720   **Balfour Declaration implemented?** Students can deepen their understanding of

721   the effects of treaties that ended World War I and their legacy through

722 simulations that divide the class into states— including Great Britain, Germany

723 and the Ottoman Empire, Russia, and newly independent nations, such as

724 Czechoslovakia, – to debate political and economic policies of the post-war

725 period.

726   The last of Wilson's Fourteen Points was the creation of a League of Nations

727 in order to promote permanent peace. Although Wilson arduously rallied for

728 Congress to join the League, American isolationists were reluctant to enter into

729 potentially indefinite alliances and thus never consented to join. The American

730 failure to participate undermined the League's effectiveness in implementing its

731 goals.

732   At the end of the war, society and culture was dramatically altered. Students

733 should address the longer-term consequences of World War I by considering the

734 question: **What were the effects of World War I upon ordinary people?**

735 Veterans often came home injured mentally (what is now termed post-traumatic

736 stress disorder or traumatic brain injuries) and physically. These men, along with

737 the millions that did not return home, served as a constant reminder of the

738 horrors of modern warfare. Individuals and groups reacted to the dislocation they

739 felt from the war experience by turning to novel cultural expressions and social

740 organizations. Artists and authors created counter-cultural art movements

741 summed up in the term modernism that expressed the disillusionment felt by

742 many and challenged entrenched styles, traditions, and hierarchies. For

743 example, Pablo Picasso and the self-identifying "lost generation" that included

744 Gertrude Stein, Ernest Hemingway, and F. Scott Fitzgerald, among others,

745   represented and documented the cultural shift initiated by the experience of war.

746   Students can survey the artistic expressions of these years by addressing the

747   broader question: **Why does the term "lost generation" refer to those that**

748   **lived through or came of age during these years?**

749   It is also extremely important for students to understand the connection

750   between the post-war world and the Great Depression; this question can help

751   students make that link: **How did the post-World War I world order contribute**

752   **to the collapse of the world-wide economy?** Europe's economy was

753   weakened as a result of the economic and social costs of World War I and was

754   increasingly supported by American loans. Germany alone was saddled with $33

755   billion in war reparations, PC: but which was largely not paid back by Germany

756   and forgiven. RFC: The fact that they were first saddled with a large cost and

757   then never held accountable and instead the west absorbed much of their debt

758   became significant history. Worldwide agricultural production increased, leading

759   to falling prices and lack of buying power on the part of rural consumers for

760   manufactured goods. Industrialized nations reacted by increasing protective

761   tariffs, which stifled international trade. These economic trends, along with the

762   burst of the stock market bubble and the collapse of the international banking

763   system, led to the Great Depression, a time when incomes eroded and

764   unemployment increased throughout the world. This economic collapse further

765   undermined liberal democratic regimes and was a major blow to global trade. As

766   a result, many nation-states developed policies that strengthened the national

767   economy and raised tariffs, turning away from the free market and open trade.

768 Students can learn about change over time and understand the world-wide slow

769 down by comparing levels of productivity, rates of unemployment, and gross

770 domestic income in several industrialized nations in the years 1929, 1931, and

771 1934.

772

773 **Rise of Totalitarian Governments after World War I**

774 • Why did communism and fascism appeal to Europeans in the 1930s?

775 • What were key ideas of communism? How were the ideas translated on

776 the ground?

777 • What was totalitarianism and how was it implemented in similar and

778 different ways in Japan, Germany, Italy, and the Soviet Union?

779 • How did Nazis come to power? Why did ordinary people support them?

780 With the collapse of the capitalist market system that caused the Great

781 Depression, political alternatives to liberal democracies emerged, particularly

782 communism and fascism. Through the use of graphic organizers, debates, and

783 position papers, students may compare and contrast how these communist and

784 fascist governments responded to the collapse of the capitalist system during the

785 Great Depression. With a side-by-side comparison of these political alternatives,

786 students can provide an answer to the question: **Why did communism and**

787 **fascism appeal to Europeans in the 1930s?**

788 After the Russian Revolution, communism emerged as an alternative to

789 Western-style capitalism in the Soviet Union. Lenin's New Economic Policy

790 temporarily allowed capitalism until the Soviet economy stabilized after the civil

791   war that followed the Revolution. The following question can help students

792   grapple with the ideals versus realities of developments in the Soviet Union:

793   **What were key ideas of communism and how were the ideas translated on**

794   **the ground?** Joseph Stalin rose to leadership after the death of Lenin and his

795   Five-Year Plans provided a Marxist model of state-run development in direct

796   opposition to capitalism. Under Stalin, the Soviet Union achieved extraordinary

797   economic growth between 1928 and 1939, but this expansion came at a huge

798   human cost. Stalin's industrialization plan included forced collectivization of

799   peasant farms, which ultimately resulted in a massive loss of life. The

800   government established a system of Gulag labor camps in the Soviet Union and

801   Siberia to contain political opposition. Stalin's political consolidation led to the

802   imprisonment and death of many, including wealthy peasants, non-Russians, and

803   members of the Communist Party suspected of disloyalty. Students should learn

804   about the magnitude of the imprisonment, persecutions, and death caused at the

805   by totalitarian rule. Students should learn about the connection between

806   economic policies and political ideologies, including the crushing of workers'

807   strikes. With this background they can also examine the famine in Ukraine that

808   led to the starvation of millions of people; the political purges of party leaders,

809   artists, engineers, and intellectuals; and the show trials of the 1930s. The

810   following primary sources are particularly useful in communicating the appeal of

811   Revolution, the importance of the cult of personality in maintaining support for it,

812   and the perspective of ordinary people: 1) Lenin's Proclamation of 7 November,

813   1917; 2) Joseph Stalin, Industrialization of the Country (teachers can search

814 online for a passage that starts with the phrase: "The whole point is that we are

815 behind Germany in this respect and are still far from having overtaken her

816 technically and economically."); 3) Hymn to Stalin; 4) Lev Kopelev's, *Education of*

817 *a True Believer* (search online for the phrase that begins with "Stalin said the

818 struggle for grain was the struggle for revolution.*"*); 5) Posters in support of

819 revolutionary goals. In addition, by analyzing examples of socialist realist art or

820 reading George Orwell's *Animal Farm,* Arthur Koestler's *Darkness at Noon,* or

821 Aleksandr Solzhenitsyn's *Gulag Archipelago* students can acquire deeper

822 insights into this period.

823   One way that some historians have compared transformations in Europe

824 during the interwar years is through the concept of totalitarianism, or a

825 centralized state that aims to control all aspects of life through authoritarian use

826 of violence. This question about totalitarianism can help frame students'

827 comparative explorations of governments and social systems during these years:

828 **What was totalitarianism and how was it implemented in similar and**

829 **different ways in Japan, Germany, Italy, and the Soviet Union?** Using this

830 strategy, students can examine the similarities and differences between the

831 political structures of the Soviet Union, Germany, and Italy in the 1930s. The

832 Weimar Republic had emerged from World War I as an example of the

833 implementation of liberal democratic principles. However, with the debts of World

834 War I, soaring inflation, and the Depression, portions of the populace and political

835 establishment who were anxious about radicals turned to the leadership of Adolf

836 Hitler. Although Hitler's Nazi party never won an outright majority in any German

837 election, he was able to exploit enough fear and uncertainty and form alliances

838 with other conservatives that opposed Weimar democracy to gain the position of

839 Chancellor in 1933. Once they had a foothold in government, the Nazis

840 consolidated their power by limiting dissent and imprisoning opponents,

841 restricting the rights of Jews and other "non-Aryans," and rearming the German

842 military. Students can learn about the rise of the Nazis by addressing the

843 question: **How did Nazis come to power? Why did ordinary people support**

844 **them?**

845   Fascism provided a nationalist and militaristic alternative to both the individual

846 rights privileged in liberal democracies and to communism. The fascists in Italy

847 and the Nazis in Germany established state-directed economies, rearmed their

848 militaries, and imposed gender, religious, and racial hierarchies in the name of an

849 ultra-patriotic nationalism.

850

851 **Causes and Consequences of World War II**

852 • Why was the death toll so high during World War II?

853 • What were the key goals of the Axis and Allied powers? How was the war

854   mobilized on different fronts?

855 • How did technology affect World War II?

856 • How was World War II a total war? How did World War II's actors, goals,

857   and strategies compare with World War I?

858 • How was the Holocaust carried out?

859   The study of Nazism and Stalinism leads directly to an analysis of World War

860   II and its causes and consequences. The war itself was truly global and included

861   battlefronts in Europe, Asia, Africa, and the Pacific. Historians estimate that 60

862   million, or three percent of the total population, died as a result of World War II.

863   This toll includes a large casualty rate among civilians who were swept up in

864   ground campaigns and were victims of bombing. An overall question students

865   should consider at the outset and continually throughout their studies of World

866   War II is: **Why was the death toll so high during World War II?**

867   To become oriented to the leading nations in the conflict, students continue to

868   learn about the German, Italian, and Japanese attempts to expand their empires

869   in the 1930s. As in Italy and Germany, Japan's authoritarian government,

870   increasingly dominated by the military, controlled portions of the economy and

871   furthered imperial ambitions. The expansionist goals of Italy, Germany, and

872   Japan translated into specific instances of military aggression, first in China, then

873   in Europe, and finally in the United States, that drew the Allies into war with these

874   Axis Powers. In Germany, as Hitler began to stretch his empire toward Austria

875   and Czechoslovakia, Britain and France initially employed a policy of

876   appeasement, while the United States Congress passed a series of "Neutrality

877   Acts" designed to keep the nation on a path of nonintervention. Both Europe and

878   the United States were entangled in domestic financial crises, and the American

879   populace especially displayed strong isolationist impulses, even convincing

880   Congress to hold investigations about possible malicious business interests that

881   had led the country to enter World War I. Appeasement of Hitler finally came to

882   an end when Germany invaded Poland on September 1, 1939, and World War II

883   began in Europe. By then, Japan, an imperial power that had already colonized

884   Korea in 1910 and occupied Manchuria in 1931, invaded China. Students should

885   learn about the Sino-Japanese War as context for making comparisons between

886   ideologies, goals, and strategies of the Axis powers. In China, Japanese military

887   advances led to the death of thousands of civilians, including the horrors of the

888   "Rape of Nanjing." Once war broke out in Europe, the Japanese took advantage

889   of Hitler's conquests in Western Europe to seize European colonies in Asia.

890   However, the Japanese saw American power in the Pacific as an obstacle to

891   their imperial plans, leading them to bomb the United States naval base at Pearl

892   Harbor in 1941.

893   Through map study, students should identify formation of Allied and Axis

894   alliances, as well as changes in the makeup of the alliances. They can consider

895   the following question to understand the broad outlines of wartime alliances:

896   **What were the key goals of the Axis and Allied powers? How was the war**

897   **mobilized on different fronts?** Students should learn about the significance of

898   the Stalin-Hitler Pact of 1939 and its effects in partitioning Poland and bringing

899   Latvia, Lithuania, and Estonia under Soviet control. They should also identify the

900   pact's breakdown and the subsequent Soviet alliance with the Allied nations.

901   "This war is a new kind of war…It is warfare in terms of every continent, every

902   island, every sea, every air lane in the world." As President Franklin Delano

903   Roosevelt's 1942 statement reveals, soldiers from throughout the world used

904   tanks, airplanes, and submarines more extensively than in World War I, wreaking

905 massive destruction on military and civilian populations alike. This question can

906 frame students' investigations into the unique advances in warfare technology:

907 **How did technology affect World War II?** Deploying a highly mechanized army

908 and *blitzkrieg* warfare, Germany's military conquered large portions of Europe in

909 a short time and expanded the war to include both western and eastern fronts.

910 Bombing of civilians brought fear, death, and destruction to populations in

911 Europe, Japan, and elsewhere. Through the use of primary sources, such as

912 excerpts from radio programs, newsreel shorts, eyewitness accounts, newspaper

913 articles, and photographs from the period, students can gain a better

914 understanding of the struggles faced by both soldiers and civilians. This question

915 will encourage students to make claims, supported by reasons and evidence:

916 **How was World War II a total war? How did World War II's actors, goals,**

917 **and strategies compare with World War I?** The activity could be used to

918 explore war aims and strategies at the outset, in the midst of it, or at the war's

919 conclusion. Students can use documents including the Atlantic Charter, Four

920 Freedoms Speech, and others to support their claims.

921   For much of the European war, the Soviet Union bore the brunt of German

922 aggression on the eastern front, leading to the death of tens of millions of

923 soldiers and civilians. With America's entry into the war, the Allies organized a

924 counteroffensive that mobilized massive civilian resources to combat the Axis

925 powers. The Allies retaliated with land and aerial campaigns in North Africa, the

926 Middle East, Italy, and occupied France which weakened the overstretched Axis

927 powers. Overland re-supply routes, like in Iran, were critically important to the

928   war effort while greatly impacting the local populations. The question: **How was**

929   **the war mobilized on different fronts?** can help students make comparisons

930   between different areas. Students may explore the tensions that existed between

931   the Allied powers and how these served as a prelude to the divisions between

932   the West and the Soviet Union in the postwar period.

933   The war ended with the collapse of the Axis regimes. Heavy fighting in both

934   Western and Eastern Europe crushed the German military, while the island-to-

935   island skirmishes in the Pacific pushed back the Japanese forces, culminating in

936   a heavy bombing campaign of the Japanese islands. Students can learn about

937   the on-the-ground realities of fighting on the Pacific front by learning about key

938   battles like Midway, the role of the Filipino-American alliance, and the intense

939   brutality of fighting due to racialized understandings that Japanese had toward

940   American soldiers and vice-versa. "Comfort Women," a euphemism for sexual

941   slaves, were taken by the Japanese Army in occupied territories before and

942   during the war. "Comfort Women" can be taught as an example of

943   institutionalized sexual slavery, and one of the largest cases of human trafficking

944   in the twentieth century; estimates on the total number of comfort women vary,

945   but most argue that hundreds of thousands of women were forced into these

946   situations during Japanese occupation. Finally, in August 1945, the United States

947   unleashed its most deadly weapon, the atomic bomb, in Hiroshima and

948   Nagasaki, killing more than 200,000 people, forcing Japan to surrender, and

949   ending World War II. Teachers may ask students to debate the controversies

950   regarding the American decisions to launch the attacks.

951   Before and during the worldwide conflict, the Nazis implemented racial

952   policies across the portions of Europe they controlled. The question: **How was**

953   **the Holocaust enacted?** can guide students' exploration into the magnitude,

954   terror, and loss of life caused by Nazi policies. These policies drew upon racial

955   and eugenicist ideologies. Jehovah's Witnesses, Poles, Gypsies, homosexuals,

956   and political activists faced harassment, imprisonment, and death. Jews were the

957   particular targets of Nazi violence. Germans and their allies ultimately killed some

958   six million Jews and others through starvation, forced labor, and by shooting and

959   gassing victims. Sensitivity and careful planning are needed to bring the history

960   of this period to life for students in a thoughtful and responsible way. The sheer

961   scope, the action (or inaction) of civilians, and the inhumanity of the Holocaust

962   can be overwhelming to some students. Utilizing memoirs, such as Elie Weisel's

963   *Night*, teachers can provide students with a deeply personal understanding of the

964   Holocaust, as can the use of carefully selected primary source materials.

965   Students can also review recorded testimonials of Holocaust survivors, and

966   teachers can reach out to academic and public institutions like the United States

967   Holocaust Memorial Museum to find ways to connect students to the Holocaust.

968   Students may also examine instances of resistance to the Holocaust by Jews

969   and others. While on the one hand it is incredibly challenging to teach the

970   enormity and severity of the Jewish experience during the war, teachers also

971   often face challenges when trying to explain to students how "the final solution"

972   could be carried out by Germans. It took thousands of ordinary Germans to

973   operate the machinery of death; the German military, infrastructure, and even

974 economy was mobilized to kill people. While students may want to dismiss and

975 apply moral judgements to all Germans who participated in the extermination, it

976 is important for teachers to PC: to encourage discussions about how individuals

977 and societies promote and act evil and to also identify and stress that individual

978 acts of righteousness and valor may occur, despite and even within a depraved

979 society. get beyond that moral reaction and to emphasize how RFC: This

980 Framework encourages teachers to "present controversial issues honestly and

981 accurately." (13) Historical Literacy requires an understanding of "the importance

982 of religion, philosophy and other major belief systems in history." Ethical Literacy

983 requires recognition of the "sanctity of life and dignity of the individual" and to

984 "understand that the ideas people profess affect their behavior." in wartime,

985 ordinary people do terrible things and They should trace how the German

986 machinery of death grew as large as it did, and why Germans were complicit in it.

987 Primary sources from the Nuremberg Trials and wartime statistics can help

988 students learn about the scale of the Holocaust. Immediately following the war,

989 genocide, the systematic killing of members of an ethnic or religious group, was

990 established as a crime under international law through the development of the

991 United Nations.

992

993 **International Developments in the Post-World War II World**

994 • How did the Cold War develop?

995 • How was the Cold War waged all over the world?

996 • How did former colonies respond to the Cold War and liberation?

997   • How and why did the Cold War end?

998   The effects of World War II reverberated around the world, intensifying three

999   earlier trends whose effects persisted well into the twenty-first century:

1000   decolonization, the Cold War, and globalization. The war accelerated the decline

1001   of European power worldwide and the rise of the United States militarily,

1002   economically, and culturally. Nationalist movements fueled by colonial subjects'

1003   participation in war efforts placed increasing pressure on European powers to

1004   grant independence. The postwar period also witnessed an escalation in hostility

1005   between the U.S. and the Soviet Union. Throughout the Cold War, the U.S. and

1006   the Soviet Union intervened politically, militarily, and economically in dozens of

1007   nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an

1008   effort to protect their strategic interests. Also during the postwar period, economic

1009   globalization produced the largest world market in history, spreading both

1010   products and cultural values around the world.

1011   One of the most significant effects of World War II was the emergence of the

1012   Cold War, which ultimately affected much of the world, including the developing

1013   world in Asia, Africa, the Middle East, and Latin America. Students can begin

1014   their Cold War studies by addressing the multi-causational question: **How did**

1015   **the Cold War develop?** Students should explore the differences between the

1016   capitalist-democratic United States and the communist-authoritarian Soviet

1017   Union. These differences were apparent before the war, although they did not

1018   prevent an alliance against the Axis powers. After the war, hostility increased as

1019   the two nations disagreed sharply over plans for postwar Europe, especially

1020   Germany. The fragile alliance preserved at the Yalta Conference (at a terrible

1021   cost to Poland) in February, 1945, between Stalin, Roosevelt, and Churchill

1022   disintegrated in the following months, especially following Roosevelt's death and

1023   the dropping of the atomic bombs. American distrust of the Soviet Union grew

1024   after its expansion into Eastern Europe, while the Soviets justified large troop

1025   concentrations on the recent German invasion from the West. Both the US and

1026   the Soviet Union competed to bring non-aligned and newly liberated countries

1027   into their respective camps. Through the use of structured primary-source

1028   analysis activities, teachers can develop student understanding of this period.

1029   Students can also develop their critical thinking and oral language in their study

1030   of the Cold War by engaging in a Yalta press conference in which the class is

1031   divided into representatives of the United States, the Soviet Union, and Great

1032   Britain, as well as members of the press corps. Students can also view a variety

1033   of postwar speeches, articles, and military decisions to debate when the Cold

1034   War actually began. For example, they can read Winston Churchill's "Sinews of

1035   Peace" Speech delivered in 1946 and Joseph Stalin's interview in *Pravda* from

1036   March 14, 1946. Read closely together, students will learn about how Churchill

1037   and Stalin each laid blame on the other nation for intensifying relations.

1038   Employing a variety of primary-source documents, pictures, and maps from

1039   the era, students examine the two superpowers' different plans for Europe after

1040   the war. The following question will help frame students' comparative learning

1041   about the multiple fronts and strategies of waging the Cold War: **How was the**

1042   **Cold War waged all over the world?** The Soviet Union consolidated its control

474

1043   over central Europe with the division of Germany and the creation of satellite

1044   states in eastern and southeastern Europe. The Soviets consolidated their

1045   empire in Eastern Europe using repressive tactics that had been used in their

1046   home state. The United States became involved in PC: supportinged the re-

1047   establishment of liberal democratic states in Western Europe. It developed the

1048   Marshall Plan, a massive American economic recovery project for Western

1049   Europe, and the Truman Doctrine, which affirmed American support for people

1050   fighting against communist insurgents. The Soviet Union viewed these plans as

1051   an effort to protect American hegemony in Europe. In response to the formation

1052   of the North Atlantic Treaty Organization (NATO), a 1949 military alliance

1053   between the United States, western European nations, and Canada, the Soviet

1054   Union initiated the Warsaw Pact of 1955, which aimed to protect its eastern

1055   European territory and broader sphere of influence. Uprisings in Poland and

1056   Hungary (1956), and Czechoslovakia (1968) exposed fractures within the Soviet

1057   sphere of influence by revealing insurgent sentiment from those presenting what

1058   they considered a purer form of communism, as well as by anti-communists.

1059   The Cold War grew in intensity as the Soviet Union developed atomic

1060   weapons in an effort to catch up to the U.S. militarily. An arms race continued for

1061   decades as the superpowers competed over advancements in nuclear weapons

1062   technology. After a long civil war, communists, led by Mao Zedong, came to

1063   power in China, expanding the geographic scope of the Cold War. The presence

1064   of communist China complicated the earlier bipolar Cold War world, as tensions

1065   developed between the two communist powers. The Great Leap Forward (1958-

1066   1961) and the Cultural Revolution (1966-1976) caused massive turmoil in China.

1067   Students should learn about the unrest and disorder in China during these years;

1068   elites were made to work on farms; there was arbitrary application of

1069   revolutionary justice; the Red Guard even turned on members of Mao's own

1070   party. The question **How was the Cold War waged all over the world?** can

1071   continue to frame students' understanding of the Chinese experience. Moreover,

1072   if students learn about the ascent of Communism in China in the middle of the

1073   twentieth century, it will lay the ground work for their understanding of its later

1074   status when its markets opened, but political system did not.

1075   Cold War competition spread throughout East and Southeast Asia, the Middle

1076   East, Africa, and Latin America. Both superpowers constructed regional alliances

1077   in an effort to counter their opponents' power. Given the high stakes of nuclear

1078   war, the two superpowers engaged in a number of wars by proxy. Using a variety

1079   of maps, primary sources, and classroom simulation activities, students learn that

1080   throughout the Cold War, the United States and the Soviet Union intervened

1081   politically, militarily, and economically in dozens of nations in Asia, Africa, Latin

1082   America, the Middle East, and the Caribbean in an effort to protect their strategic

1083   interests. While students will learn about the war in Vietnam in eleventh grade,

1084   teachers should select examples of Cold War proxy wars from each continent

1085   affected by the global conflict. Students should be sure that they consider the

1086   varied perspectives of the people on the ground in each nation, as well as the

1087   American and Soviet interests. This question can help students connect de-

1088   colonization to Cold War struggles and place them in a comparative context:

1089   **How did former colonies respond to the Cold War and liberation?**

1090   These "Third World" interventions intersected with movements for

1091   independence and nation-building, creating opportunities for nationalist leaders

1092   to improve their political position by playing superpowers against each other. But

1093   superpower interventions also complicated internal developments in those

1094   regions, often compelling leaders or factions to align with one or the other

1095   superpowers and follow their development plans. Teachers should consider

1096   assigning a research project in which students study in depth one "hot spot" in

1097   the Cold War, which was a site of intense conflict outside of the Soviet Union and

1098   United States. The Cold War Blueprint provides detailed instructions and sources

1099   for these ten hot spots: Algerian War of Independence (1954-1962); Afghanistan

1100   (1979-1989); Cambodia (specifically the Cambodian genocide); Angola;

1101   Nicaragua; Guatemala; Congo; Iran; Hungary; Cuba. The Blueprint is a free

1102   curriculum developed by the California History-Social Science Project

1103   (http://chssp.ucdavis.edu; see vignette below for more information and alternative

1104   examples).

1105   A wave of new states formed throughout Asia and Africa, promising liberal

1106   democratic governments. India led the way in 1947, becoming the world's largest

1107   democracy. Falling economic opportunities after the oil crisis of the 1970s

1108   prompted a wave of migrations from former colonies to imperial metropoles, or

1109   former imperial centers. Britain, France, and other western European nations

1110   became increasingly diverse as former subjects relocated there permanently in

1111   search of economic opportunity.

Grade Ten Classroom Example: Why and How was the Cold War Fought?

Mr. Stan's tenth grade world history class is studying the historical movement known as decolonization as part of their Cold War studies. In his initial discussion with students, Mr. Stan emphasizes that the end of colonial empires was not caused by the Cold War, but that former colonies frequently became entangled in the dispute between East and West. He also introduces a new term, Third World Order, before asking students to write down their focus question for this unit, **"What was the Third Way?"**

Using short secondary source selections from *The History Blueprint's* Decolonization chapter, Mr. Stan has students first read and then discuss in groups historical background on imperialism in the nineteenth century, efforts to secure colonial independence, the fate of colonies in World War II, nationalism movements, and interactions between former colonies and the US and the Soviet Union. Students also study maps that highlight the three world orders, and misalignment between political, religious, and ethnic borders.

Mr. Stan next asks his students to work in groups of two or three to analyze, in detail, demographic, health, education, and economic information about countries from each of the three world orders in 1960 in order to help them better understand the distinction between the three world orders.

Mr. Stan's students use that analysis, plus a graphic organizer, to help them

read and discuss two primary sources that specifically address the focus

question, "What is the Third Way?" an excerpt from *The Wretched of the Earth* by

Frantz Fanon, and a 1956 address by Jawaharal Nehru. Students read both

documents carefully, and working in pairs, take note of the author and his

perspective, identify specific goals within each document, and define their

impression of the author's definition of the Third Way. Finally, students define

Third Way in their own words, both orally and in writing.

Next, students apply their working definitions of Third Way by studying

Egypt's Gamal Abd al-Nasser's decision to nationalize the Suez Canal in-depth.

Students read and discuss the historical background of the Canal, starting with

its development in the nineteenth century, Egypt as a British protectorate,

Nasser's revolution, and the invasion of Egypt by British, French, and Israeli

troops in 1956. Students then analyze Nasser's 1956 speech as primary source

evidence for their participation in a mock Suez Canal Conference, where groups

represent one of the following countries in an international diplomatic conference:

the US, the USSR, Egypt, Great Britain, France, and Indonesia. Each group

formally presents their position on the crisis, informed by additional primary

source evidence provided by Mr. Stan, through a poster, a written position paper,

an oral presentation, and active participation in an open debate with other

countries.

Source: This classroom example is a summarized version of the "Decolonization"

lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of

the University of California, Davis Campus. The History Blueprint is a free

curriculum developed by the California History-Social Science Project

(http://chssp.ucdavis.edu), designed to increase student literacy and

understanding of history. Three units are available for free download from the

CHSSP's website, including The Cold War, a comprehensive Standards-aligned

unit for tenth and eleventh grade teachers that combines carefully selected and

excerpted primary sources, original content, and substantive support for student

literacy development. For more information or to download the curriculum, visit:

http://chssp.ucdavis.edu/programs/historyblueprint.

CA HSS Content Standards: 10.9.2, 6

CA HSS Analysis Skills (9-12): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 6, 8, 9, WHST.9–10.1, SL.9–10.1, 4

CA ELD Standards: ELD.PI.9–10.1, 2, 3, 6a, 9, 10a, 11a; ELD.PII.9–10.1

1112

1113   As industrialized nations grew more dependent on foreign oil, the Middle East

1114   became a central battleground of the Cold War. Students can continue their

1115   comparative studies of the Cold War in the Middle East by considering this

1116   question: **How was the Cold War waged all over the world?** In the Middle

1117   East, nationalism emerged as powerful force. For example, Iran nationalized its

1118   oil industry after WWII, provoking an international backlash that ultimately ended

1119   in a CIA-led coup d'etat in 1953. Middle Eastern nations also often tried to play

1120   one superpower against the other. The legacy of the Holocaust greatly influenced

1121   world opinion favoring the idea of a Jewish state. In 1947, the United Nations

1122   passed a partition plan that would have divided Palestine into separate Jewish

1123   and Arab states. When the British Mandate of Palestine expired in 1948, David

1124   Ben-Gurion established the Jewish state of Israel. PC: Arab nations, such as

1125   Syria, Lebanon, Jordan, Iraq, and parts of Turkey, also achieved their

1126   independence through their respective mandates. RFC: Geographic Literacy

1127   compels an understanding that "contemporary events have occurred in particular

1128   places, and generally there are reasons for those events unfolding as they did."

1129   Students should return back to the Balfour Declaration and recall the competing

1130   interests in the creation of Israel. In response to an independent Israel, the Arab

1131   states surrounding Israel launched an invasion of the newly-declared nation.

1132   Students should use this post-colonial and Cold War background as part of the

1133   context that frames the ongoing struggles in the Middle East.

1134   After nearly half a century of proxy wars and worldwide tensions related to

1135   the Cold War, the Soviet Union collapsed from both internal and external

1136   weaknesses. Students can consider the question: **How and why did the Cold**

1137   **War end?** to chart developments that led to the dissolution of the Soviet Union.

1138   Economic problems within the nation and an overburdened military weakened

1139   the country. Gorbachev's reform policies unintentionally encouraged dissidents to

1140   push for even greater change, ultimately leading to the breakup of the Soviet

1141   Union. Its disintegration spawned several independent republics, reflecting the

1142   principles of national identity and self-determination. Teachers can use the Cold

1143   War Blueprint lesson on the end of the Cold War to help students identify change

1144   over time and cause and effect in bringing about the end of the Cold War. The

1145   lesson highlights the breakdown of détente, pressures on the Soviet Union like

1146   the ongoing war in Afghanistan and dissidents, developments in the United

1147   States, and the diplomatic relations between the American leaders. These

1148   complex inter-connected causes help students to navigate the web of worldwide

1149   relations through the late 1980s.

1150

1151   **Nation-Building in the Contemporary World**

1152   • How have nations organized in the post-Cold War world?

1153   • How have nations struggled in similar and different ways to achieve

1154   economic, political, and social stability?

1155   • How have developing nations worked together to identify and attempt to

1156   solve challenges?

1157   Stretching from the World War II years through the contemporary period,

1158   former colonies and dependent nations have embraced different forms of

1159   government in an effort to provide stability and security. Students can study the

1160   past thirty years of global history in a comparative context by addressing the

1161   question: **How have nations organized in the post-Cold War world?** Through

1162   the study of diverse regions and peoples, students learn in this unit that many

1163   nations share similar challenges in attempting to unite. This question can help

1164   guide students as they explore common challenges faced by nations: **How have**

1165   **nations struggled in similar and different ways to achieve economic,**

1166 **political, and social stability?** For example, as in some European countries,

1167 the presence of multiple ethnic, linguistic, and cultural groups within the borders

1168 of an individual state influenced nation-building efforts in developing regions.

1169 Further, many places have experienced civil wars or regional disputes that led to

1170 civilian casualties. Dictators continue to rule several nation-states. At the same

1171 time, other countries have shifted to civilian governments and popular, free,

1172 multiparty elections. In this unit, students can engage in a comparative analysis

1173 of postcolonial developments in at least three of the following regions: Africa, the

1174 Middle East, Latin America, or China. Students can demonstrate their

1175 understanding of the contemporary world through multimedia projects, written

1176 reports, or structured oral presentations. Teachers may also want to add a civics

1177 component to this unit, in which students are asked to participate in a virtual or

1178 real life situation that connects them to the region or topic of study.

1179   Newly independent nations faced many challenges in the post-colonial era.

1180 These new countries inherited colonial borders that artificially divided some

1181 ethnic groups into multiple states. The opposite process was equally destructive:

1182 new governments used coercive and authoritarian means in attempts to unify

1183 multiple ethnic groups within their inherited colonial borders into nation-states

1184 where loyalty centered on the state. In many cases, European nations continued

1185 to exercise considerable political and economic influence over former colonies,

1186 challenging the autonomy of these states. Serious problems achieving economic

1187 development contributed to the lowest longevity rates in the world. While most

1188 residents in sub-Saharan Africa experienced modest living for decades, many

1189   states have experienced rising standards since the beginning of the millennium.

1190   Students might consider more recent developments in Botswana to learn about

1191   rising standards of living and engaged citizenship. Several countries contain

1192   important natural resources, including petroleum, which may assist economic

1193   development and improve quality of life in coming years. One of the greatest

1194   challenges to stability in Africa has been the AIDS epidemic, which has killed or

1195   disabled otherwise productive laborers and taxed economic resources. Several

1196   stable republics exist, however, including Botswana, Ghana, Morocco, and South

1197   Africa, where Apartheid gave way to multi-party democracy in the 1990s, though

1198   these countries continue to be challenged by an unequal distribution of wealth,

1199   corruption, and one-party rule.

1200   In the Middle East, tensions between Israel and its neighbors remain high,

1201   especially over a future Palestinian state (typically referred to as the two-state

1202   solution) and Arab recognition of Israel. Differences within Islam between Sunni

1203   and Shia communities have provided ideological fuel for political controversies.

1204   The Islamic ideology of jihad, holy war, to spread Islam has emerged as a threat

1205   to neighboring countries and throughout the world, sometimes erupting as

1206   episodes of violent terror. Non-Muslim minorities are threatened in regions,

1207   which exercise strict Islamic Law, called sharia. RFC: Current events in the world

1208   are a result of the core ideology that exists within sharia law. Geographic Literacy

1209   requires that students "Understand world regions and their historical, cultural,

1210   economic, and political characteristics." This Framework "acknowledges the

1211   importance of religion in human history." "Students should understand the

1212   intense religious passions that have produced fanaticism and war…" The

1213   emergence of Iraq as the first Arab Shia-controlled nation has complicated

1214   regional relations. Iran has been a Shia-controlled country for centuries and since

1215   the Islamic Revolution in the late 1970s has been ostracized by the international

1216   community and most regional states. The fragile political affairs of the area are

1217   further aggravated by its strategic importance as a supplier of global oil,

1218   unresolved problems of displaced Palestinian refugees, the recurrent use of

1219   terrorism, and territorial disputes. The 2009 presidential election protests in Iran

1220   and the widespread unrest and political change that began in 2011 (often called

1221   the Arab Spring) are important examples of contemporary political change in the

1222   region. Careful study of political and natural resource maps help students

1223   understand the relative location and the geopolitical, cultural, military, and

1224   economic significance of such key states as Saudi Arabia, Turkey, Syria,

1225   Lebanon, Jordan, Israel, Kuwait, Iraq, and Iran.

1226   Latin American conflicts have often reflected differences between indigenous

1227   people and mestizos, as well as between leftist and conservative ideologies. In

1228   the 1980s, several Central American states experienced protracted civil wars, but

1229   by the 1990s these conflicts had subsided, though their underlying issues

1230   remained unresolved. Some states, such as Costa Rica and Peru, have long-

1231   lived stable democracies, while achieving growth in a globalized economy. As a

1232   case study, students may look at present-day Mexico, a nation shaped by its

1233   revolution of 1910-20, and the political and social system that emerged from it.

1234   Among Mexico's strengths are its sense of national identity, relative political

1235   stability, and successful economic development. Students can compare Mexico's

1236   experience in an international context, emphasizing its ties to other Latin

1237   American nations as well as its complex relationship with the United States,

1238   especially in light of the North American Free Trade Agreement. Students might

1239   also investigate why the drug trade (and the violence it spawns) is a serious

1240   problem in Mexico and several states in South America. They should also learn

1241   about immigration from the Mexican perspective, understanding the plurality of

1242   "push" and "pull" factors that have encouraged Mexican migration over the past

1243   thirty years.

1244   Students can explore countries in the developing world collectively by

1245   addressing the question: **How have developing nations worked together to**

1246   **identify and attempt to solve challenges?** Petroleum exports have been a

1247   source of economic vitality for Organization of Petroleum Exporting Countries

1248   (OPEC) members in the Middle East and Latin America. But many other Latin

1249   American and African nations have often been forced to rely on the export of a

1250   few raw materials as the basis of their economies, which can also fluctuate in

1251   value drastically on the world market. As a result, some nations have ended up

1252   deeply in debt to foreign banks. They have often turned to international financial

1253   institutions, such as the International Monetary Fund (IMF), for assistance, which

1254   generally require their governments to undertake drastic cuts in social services

1255   as a condition for receiving loans.

1256   Since the 1980s, several Asian countries (particularly China, Singapore, Hong

1257   Kong, South Korea, and Japan) became notable economic success stories.

1258   China in particular skyrocketed as a major manufacturer of inexpensive goods,

1259   which increasingly included electronics. Many historians and political scientists

1260   have debated the degree to which China's capitalism is likely to prompt changes

1261   in its authoritarian, single-party government. Some economists project that

1262   China, along with India, may lead to Asia's reemergence as the center of the

1263   global economy sometime in the twenty-first century. To understand the full

1264   complexity of these new centers of power, students might consider the degree to

1265   which governments in these regions support democracy and individual liberties,

1266   especially as they seek to confront violence and instability. As students explore

1267   future economic trajectories in these regions, they could consider the relationship

1268   between capitalist economies and varying degrees of democratic forms of

1269   government.

Grade Ten Classroom Example: How and Why Was the Cold War Fought?

Ms. Smith's class has been learning about international developments of the 1980s and 1990s. The class has studied developments in South Africa, India, Israel, and Mexico. The last case-study is China. Ms. Smith guides her students through a short lesson that addresses the question: **How did China pursue an "alternative path" to reform in the 1980s?** Ms. Smith's goal is to show students how starting in the 1980s and escalating in the 1980s and 1990s, China's economy underwent significant transformations.

Ms. Smith has her students read a three-paragraph secondary source that comes from the *History Blueprint Cold War Unit,* "The End of the Cold War." Her

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students learn how in the 1980s the Chinese Government was controlled by the Communist Party, which was led by Deng Xiaoping. During this decade the government began a program of economic reforms. In several ways, these reforms abandoned the communist economic model and switched to capitalist incentives. For example, they broke up many of the communes and allowed each farming household to make its own decisions and sell its produce in the market. Her students also learn from the secondary source that China's political system did not reform; in fact a series of humanitarian crises, especially the Tiananmen Square massacre, shone a light on the differences between open economic and closed political systems.

After going through this secondary source, Ms. Smith's students read two primary sources and answer scaffolded questions about each: 1) *Deng Xiaoping's Remarks to the Central Committee, Feb. 24, 1984;* and 2) *U.S. State Department Summary, June 5, 1989.* Together, these two documents help students understand China's complex developments. They will also be necessary context for understanding the role that China plays in the world in contemporary times, which they will learn about in the last unit that focuses on globalization.

Source: This classroom example is a summarized version of the "The End of the Cold War" lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of the University of California, Davis Campus. The History Blueprint is a free curriculum developed by the California History-Social Science Project

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(http://chssp.ucdavis.edu), designed to increase student literacy and understanding of history. Three units are available for free download from the CHSSP's website, including The Cold War, a comprehensive Standards-aligned unit for 10th and 11th grade teachers that combines carefully selected and excerpted primary sources, original content, and substantive support for student literacy development. For more information or to download the curriculum, visit: http://chssp.ucdavis.edu/programs/historyblueprint.

CA HSS Content Standards: 10.10

CA HSS Analysis Skills (9-12): Historical Interpretation 2

CA CCSS for ELA/Literacy: RH.9–10.2, 3, 9

CA ELD Standards: ELD.PI.9–10.6a

1270

1271   In their study of the two world wars, students examined the origins and

1272   consequences of the Armenian Genocide and the Holocaust. Students should

1273   understand that genocide is a phenomenon that has continued throughout the

1274   twentieth and into the twenty-first century. Students examine the root causes of

1275   the genocides in Cambodia, Rwanda, and Darfur. They should be able to engage

1276   in discussions about how genocides can be prevented by the international

1277   community, and be able to examine arguments and evidence for and against

1278   intervention, the role of public support for the intervention, and the possible

1279   consequences of such interventions. In covering this topic teachers can integrate

1280   survivor, rescuer, liberator, and witness oral testimony to students, but should be

1281   aware of how images and accounts of genocide can be traumatic for teenagers.

1282   The United States Holocaust Memorial Museum

1283   (http://www.ushmm.org/educators/teaching-about-the-holocaust/general-

1284   teaching-guidelines) has published guidelines for teaching the Holocaust that can

1285   be applied to other genocides as well. The Museum states that, "Graphic material

1286   should be used judiciously and only to the extent necessary to achieve the

1287   lesson objective. Try to select images and texts that do not exploit the students'

1288   emotional vulnerability or that might be construed as disrespectful to the victims

1289   themselves. Do not skip any of the suggested topics because the visual images

1290   are too graphic; instead, use other approaches to address the material."

1291

1292   **Economic Integration and Contemporary Revolutions in Information,**

1293   **Technology, and Communications**

1294   • How has globalization affected people, nations, and capital?

1295   • How has the post-Cold War world and globalization facilitated extremist

1296   and terrorist organizations?

1297   World War II accelerated the trend of globalization, the freer and faster

1298   movement of people, ideas, capital, and resources across borders. The question:

1299   **How has globalization affected people, nations, and capital?** can guide

1300   students' investigation through this last unit. This was seen in transnational

1301   developments such as the formation of international organizations like the United

1302   Nations, which attempted to create a forum for nations to resolve their

1303   differences and to work collaboratively on global issues. For example, the United

1304   Nations established universal standards for human rights and became a forum

1305   for women's and civil rights activists. Knowledge of scientific and medical

1306   breakthroughs has spread worldwide, with international efforts to address

1307   problems of disease, natural disasters, and environmental degradation.

1308   Economic globalization took the form of multinational corporations and

1309   international financial institutions such as the International Monetary Fund (IMF),

1310   World Bank, and the General Agreement on Tariffs and Trade (GATT), which

1311   supported loans for development and endorsed the principle of free trade. The

1312   World Trade Organization (WTO) replaced GATT in 1995. Regional trading blocs

1313   also developed, most notably in Europe and later in North America. Key to

1314   economic globalization was the development of communications technology that

1315   enabled financial information and funds to move easily. New technologies also

1316   facilitated the spread of consumer products and popular film, television,

1317   advertising, and other media around the globe. New economic opportunities and

1318   liberalized immigration laws prompted the revival of global migration beginning in

1319   the 1960s and accelerated global economic exchange. Global consumption

1320   patterns created homogenized cultural experiences in the global cities that

1321   sprang up around the world; for example, critics assert that the

1322   "McDonaldization" of the world effectively Americanizes diverse cities. Using

1323   cost-benefit analysis, students may examine the differential impact of

1324   globalization by dramatizing a mock Congressional hearing on NAFTA, including

1325   roles for American, Canadian, and Mexican business owners, farmers, and

1326   workers. Students might also work through a variety of globalization issues

1327   through Model United Nations simulations.

1328   Globalization also contributed to breakthroughs in medical and scientific

1329   technology, which have improved average health and longevity worldwide.

1330   Health problems did not disappear, however. Disease and mortality worldwide

1331   remained a function of location and financial resources, with the poorest

1332   people—typically in Africa and parts of Asia—facing the most intractable

1333   problems. Ironically, other health problems, such as obesity and heart disease,

1334   were greatest in the most prosperous nations, where overabundance of food

1335   rather than scarcity was the greater challenge. As the twenty-first century began,

1336   researchers, international aid organizations and intergovernmental groups

1337   continued to work to address a variety of health challenges worldwide. Advances

1338   from a green revolution in agriculture as well as inexpensive and efficient

1339   methods of accessing water and energy have offered hope to confront the

1340   enduring problems of accessing resources.

1341   Globalization and its critics have contributed to the rise and spreading

1342   popularity of extremist movements. Students can learn about twenty-first century

1343   developments related to globalization by addressing the question: **How has the**

1344   **post-Cold War world and globalization facilitated extremist and terrorist**

1345   **organizations?** Students should address this question and related topics with

1346   the complexity that it deserves. One way to explore these most recent world-wide

1347   developments is by investigating themes that characterize recent history and

1348   world affairs. Students should be encouraged to bring their studies up-to-date; to

1349   read and view primary sources that represent a wide variety of perspectives from

1350   people around the globe; and to analyze the historical roots of these recent

1351   developments.

1352   The following four thematic topics that frame recent history are excerpted and

1353   adapted from Appendix C, *Teaching the Contemporary World*. In the

1354   contemporary world there has been a tension between integrative and

1355   disintegrative forces. The first, "The Return of Geopolitics," asks whether the

1356   world is becoming more or less peaceful and whether the nature of conflict is

1357   changing. The second, "Globalization and Its Discontents," highlights processes

1358   of economic globalization and asks what benefits they have brought—and at

1359   what costs. The third, "Rights, Religion, and Identity," asks how ideas about

1360   universal human rights may relate to other value and identity systems in the

1361   contemporary world, including resurgent religiosity. The fourth, "A New Role for

1362   the West," asks whether the Western world, the dominant force in world politics

1363   since the late fifteenth century, is today in decline. What is the West's role now

1364   that the colonial era has ended, now that Western prosperity depends on

1365   borrowing from East Asia, and now that the international influence of Western

1366   powers is being supplanted by rising states, notably Brazil, Russia, India, and

1367   China?

1368   **The New Geopolitics**

1369   Over the past twenty years, the world has oscillated between dreams of

1370   perpetual peace and the despair of enduring conflict. A new era began on 11/9

1371   (1989), when the Berlin Wall tumbled, marking the Cold War's peaceful end—a

1372   denouement to a forty-year conflict that few had dared to entertain. That era

1373   seemed to end on 9/11 (2001), when nineteen Islamic extremists sponsored by

1374   Al Qaeda in an effort to make a political statement, crashed civilian airliners into

1375   the World Trade Center in New York and the Pentagon building in Washington

1376   D.C., murdering almost 3,000 civilians. Since 9/11, the hopes for a more peaceful

1377   world that the end of the Cold War spawned have been displaced by a

1378   resurgence of international conflict, especially in the Middle East and Central

1379   Asia. While the major powers have avoided war with each other, the tenor of

1380   international relations became more hostile after 9/11 PC: Islamic terror attacks,

1381   RFC: Historical accuracy and clarity as long-standing international friendships

1382   (i.e., between the United States and Europe) deteriorated and old animosities

1383   rekindled themselves (i.e., Russia and the West) in an effort to control Islamic

1384   terror and jihad. RFC: Historical Accuracy and National Identity

1385   When the Cold War ended with the fall of the Berlin Wall in 1989 and the

1386   breakdown of the Soviet Union in 1991, what kind of world did it bequeath? Why

1387   did the vision of a "New World Order" that U.S. President George H.W. Bush

1388   articulated in 1990—a vision of a world more stable, pacific, and predictable than

1389   the world of the past—fail to come to pass? Did 9/11 change everything? Or was

1390   the world in the 1990s less stable than it might have appeared at the time?

1391   **The Impact of Globalization**

1392   "Globalization" has become a buzzword of the post-Cold War era, but ours is

1393   not the first era to have experienced significant economic, social, and cultural

1394   integration. During the late nineteenth century, the transatlantic economy was at

1395   least as globalized as it is today, with capital and goods flowing freely across the

1396   ocean and labor moving between countries without the legal barriers that restrict

1397   immigration today. The world since the 1970s has experienced a return to the

1398   globalizing patterns of the past. The advent of electronic communications, the

1399   dramatic decline in international transportation costs associated with

1400   containerized shipping, and the deregulation of markets has led to economic

1401   integration among nations and even convergence in social trends, cultural

1402   patterns, and consumption habits. In part because of the processes known as

1403   globalization, as a new range of nonstate or "transnational" international actors—

1404   including multinational corporations, offshore banks, and international

1405   nongovernmental organizations (NGOs)—have come to coexist, sometimes

1406   uneasily, with the nation-states that remain the dominant elements of

1407   international society.

1408   Economists generally credit economic globalization with having increased the

1409   world's overall levels of wealth and well-being. Yet globalization has not

1410   necessarily reduced economic inequalities among societies. In part, this is

1411   because the mobility that capital (i.e., money) and goods enjoy in our globalized

1412   economy is not fully shared by labor. While manufacturers in a high-wage

1413   country, like the United States, can now easily relocate production for the

1414   American market to a low-wage country, like Mexico, in order to reduce costs, it

1415   is much more difficult for Mexican workers to immigrate legally to the United

1416   States and vice versa. These differences in the treatment of capital, goods, and

1417   labor may explain why globalization in the contemporary era has not reduced

1418   income inequalities among nations as effectively as it did in the late nineteenth

1419   century, when mass migration diminished transatlantic income inequalities. While

1420   globalization has increased overall global wealth, it has also bred discontent.

1421   Critics in the industrialized world blame globalization for "exporting" jobs, and in

1422   the developing world, critics accuse multinational corporations of exploiting low-

1423   wage and child laborers, proliferating slums, polluting local ecosystems, and

1424   sustaining an Americanizing consumer culture.

1425   Although globalization has bound societies together in ties of mutual

1426   interdependence, it has also involved the spread of multinational corporations

1427   whose activities far transcend the jurisdictions of individual nation-states. These

1428   corporations include some of the most iconic and successful companies in the

1429   world today. Although the history of the multinational corporation reaches back to

1430   the Dutch and English East Indian trading companies of the seventeenth century,

1431   what makes the modern multinational distinctive is its capacity to spread out the

1432   productive process across different countries. Apple's iPod, for example, is

1433   designed in northern California and assembled in China, out of components that

1434   originate in Japan, Taiwan, Korea, Singapore, and many other countries. A

1435   leading example of "modular" production, the iPod's cosmopolitan origins reflect

1436   the new realities of the integrated twenty-first century economy.

1437   Globalization does not only affect production, it has also shaped the tastes

1438   and expectations of consumers. The ascent of multinational business and new

1439   marketing techniques in the second half of the twentieth century have contributed

1440   toward the convergence of consumer tastes and preferences, often around

1441   instantly recognizable "global" brands. Such transformations have led some

1442 critics to argue that globalization displaces local cultures with a single,

1443 homogenizing, global fashion.

1444   Yet globalization, as most social scientists understand the term, involves

1445 more than simple economic integration. It implies the convergence of societies

1446 around a common version of modernity; it suggests that the world is shrinking

1447 and the peoples who inhabit it are becoming more like one another. Globalization

1448 empowers big, multinational business, but it has also brought the rise of

1449 transnational organizations. These include both activist networks such as

1450 Amnesty International and Greenpeace and, more troublingly, criminal and

1451 terrorist organizations that work across national borders.

1452   As globalization has limited the autonomy of nations and has empowered

1453 nonstate actors, it may have troubling implications for the modern nation-state.

1454 As students will have learned in grade ten, the nation-state grew in the

1455 nineteenth and twentieth centuries in response to larger modernizing changes.

1456 Industrialization, class conflict, and the business cycle in the nineteenth and

1457 twentieth centuries all contributed to the expansion of state authority, as

1458 governments assumed responsibilities for the well-being of their citizens and the

1459 stability of their national economies. In the contemporary world, however, the

1460 authority of the nation-state appears increasingly feeble in relation to the

1461 globalization of economic and other activities, all of which raises challenging

1462 questions about the future of governance in an integrating global society. The

1463 United Nations resembles an international forum rather than an international

1464 government, and its ability to impose standards (such as environmental

1465 regulations or consumer protection law) on its own members remains very

1466 limited. Students should be able to identify a range of issues including

1467 sustainable development that could be described as "transnational" in scope.

1468 What are the strengths and weaknesses of the United Nations when it comes to

1469 dealing with problems (whether economic, criminal, or environmental) that cross

1470 international borders?

1471 **Rights, Religion, and Identity**

1472   During the Enlightenment, as students will have learned, the proponents of

1473 "natural rights" argued that all human beings enjoyed inalienable freedoms—

1474 including the freedom to oppose oppressive governments. This claim was

1475 enshrined in the American Declaration of Independence (1776) and the French

1476 Assembly's Declaration of the Rights of Man and Citizen (1789). Yet the

1477 Enlightenment's vision of universal natural rights was not incorporated into

1478 international law until 1948, when, building on an upsurge in concern for human

1479 rights associated with the Second World War, the Universal Declaration of

1480 Human Rights affirmed a broad range of freedoms belonging to all individuals

1481 regardless of their citizenship, ethnicity, or gender. These rights fell into two

1482 broad categories: legal rights, including freedom from persecution and bodily

1483 harm; and social and economic rights, including rights to material sustenance

1484 and to gainful employment. Yet, the Universal Declaration, for all the nobility of its

1485 sentiments, was largely subordinated during its first decades to the convention of

1486 state sovereignty. In this respect, the limits of the Universal Declaration mirrored

1487 those of the United Nations: while it asserted asset of human rights accruing to

1488   all men and women, regardless of their citizenship, the Universal Declaration

1489   included no mechanisms to compel recalcitrant governments to respect the rights

1490   of their citizens.

1491   From the 1970s, concern for human rights began to rise. In part, the ascent of

1492   ideas about human rights had to do with nongovernmental organizations such as

1493   Freedom House, Human Rights Watch, and Doctors Without Borders. Such

1494   groups publicized human rights abuses being perpetrated by both right- and left-

1495   wing regimes. Their work was facilitated by innovations in communications

1496   technologies, including satellite broadcasting, that made the abuse of human

1497   rights more visible to public opinion in foreign countries than had previously been

1498   the case. From this perspective, the growth of concern for human rights in the

1499   contemporary era was part of a larger globalizing process.

1500   At the same time, the emergence of human rights as a major foreign policy

1501   concern for the United States and other Western countries also had to do with

1502   the Cold War. From the 1970s, the U.S. and its allies promoted human rights as

1503   a way to attack the legitimacy of the authoritarian Soviet Union—a country that

1504   routinely abused its own citizens. The tactic enjoyed considerable success, and

1505   human rights activists such as Lech Walesa (Poland), Vaclav Havel

1506   (Czechoslovakia), and Andrei Sakharov (Russia) played an important role in

1507   eroding the legitimacy of communist rule, helping to bring the Cold War to an

1508   end.

1509   Western countries, for the most part, tend to have more complex relationships

1510   with the idea that human rights have become an international concern. Most

1511 Western countries now describe the promotion of human rights in foreign

1512 countries as a central objective for their own foreign policies, even though most

1513 of them face criticism from groups such as Amnesty International for conditions

1514 at home (e.g., overcrowded prisons, wrongful convictions, or the death penalty).

1515 If the campaign for human rights is a universalizing movement that asserts

1516 the basic similarity of human expectations across time and place, the

1517 contemporary era has also witnessed a dramatic movement toward diversity in

1518 the form of a worldwide religious revival. Reflecting on the history of modern

1519 nationalism, students may perceive some similarities in the ways in which both

1520 human rights and religion assert the existence of authorities higher than national

1521 governments, whether in the form of "natural law" or holy law. Both religious

1522 leaders and human rights activists affirm that the individual is not only a citizen of

1523 his or her country: he or she may also be a member of an "identity community"

1524 far larger than the nation-state, whether the entire human race or a community of

1525 religious believers spanning many different countries.

1526 The global revival of religiosity has been a defining characteristic of our times.

1527 It is also a development that would have surprised academic theorists of

1528 secularization in the 1960s and 1970s who argued that religion was in

1529 irrevocable decline. Reflecting the resurgence of religion in many parts of the

1530 world over the past thirty years, politics have become increasingly infused with

1531 the language of faith. The revival of religion has, in some respects, created new

1532 cleavages in world politics, both within and among societies. Anti-Western

1533 violence perpetrated by the followers of a fundamentalist version of Islam has

1534   contributed to the appearance of deep conflict between the Islamic and Western

1535   worlds, especially since 9/11. Students should learn about the roots of modern

1536   Islamic extremism by reading a variety of sources from Egyptian writers and the

1537   Muslim Brotherhood, for example PC: or the book, Jihad by Paul Fregosi. RFC:

1538   An age-appropriate treatise on the history of Islamic jihad will enable high school

1539   students to understand the conflicts in their modern world at a more profound

1540   historically based level. Historical memories of earlier conflicts, such as the

1541   Crusades, have inflamed a contemporary "clash of civilizations." In numerous

1542   societies, such as Nigeria, the Sudan, and India, the revival of religion—and of

1543   religion as an expression mode of political identity—has bred tension and even

1544   outright violence between members of neighboring religious communities.

1545   Within societies, the proponents of religious orthodoxies have found

1546   themselves in conflict with secularists, whether in battles over headscarves in

1547   Istanbul and Paris or over prayer in American schools. While the resurgence of

1548   religion has been a transnational phenomenon affecting many different countries,

1549   students ought to be aware that it has been less pronounced in some areas of

1550   the world, notably Western Europe and China than in others. Students may

1551   investigate if the world is becoming more or less religious, and what the

1552   implications of religion are for international relations and for domestic politics in

1553   the United States and other societies. Why has Western Europe (so far) seemed

1554   to remain apart from this global trend?

1555   **A New Role for the West**

1556   Perhaps the most dramatic story of the second millennium (1000-1999 CE)

1557   was the rise of Europe—a remote, salty, and windswept corner of Eurasia—to

1558   global dominance. The "Rise of the West" was a transformative movement in

1559   world history, and it brought tumultuous consequences for the entire world.

1560   Students should have studied the reasons for Europe's rise to dominance in the

1561   early modern era, from the growth of the seaborne trading companies of the

1562   sixteenth and seventeenth centuries to the spread of colonies in the eighteenth

1563   and nineteenth. Have Europe and its Western offshoots, including the United

1564   States, now entered a phase of relative historical decline? This is a historical

1565   transformation that students should consider carefully, especially insofar as it

1566   relates to the "rise" of new powers such as India and the People's Republic of

1567   China.

1568   Dominant at the century's beginning, Europe's eclipse was a central theme of

1569   the twentieth century. Exhausted by the century's two world wars and unable to

1570   hold back powerful nationalist movements in the colonial world, the European

1571   colonial empires collapsed in the thirty years after 1945. Simultaneously, the

1572   major west European countries created among themselves a novel confederal

1573   apparatus—the European Union—to integrate their economies and to provide a

1574   modicum of political unity. As an economic initiative, the European Union has

1575   been highly successful: per capita incomes in Europe remain very high, and the

1576   west European region has enjoyed an unprecedented phase of peace and

1577   cooperation. Yet Europe remains dependent on U.S. commitments to NATO (the

1578   North Atlantic Treaty Organization) for its military security, and even the leading

1579   European powers are now unable or unwilling to exert significant military force

1580   beyond the European continent.

1581   While the United States, in contrast to Western Europe, remains the most

1582   powerful state in the international system, it faces similar challenges. Like

1583   Europe, the United States is committed to large welfare and social security

1584   programs that may prove difficult to fund in the future, as the postwar "baby

1585   boomers" retire and the country's working population shrinks relative to its large

1586   number of retirees. In the world economy, the United States appears less

1587   dominant than it once was. No longer a net exporter of manufactured goods to

1588   the rest of the world (as it was from the 1890s to the 1970s), the U.S. runs trade

1589   deficits and borrows from foreign countries to finance its imports. Its position in

1590   the global economy has become that of a consumer of last resort, a role that it

1591   can sustain for only so long as others remain willing to extend financial credit to

1592   cover its deficits.

1593   China has come to play a very different kind of role in the international

1594   economy. Already the world's most populous country, China is projected to

1595   overtake the U.S. as the largest economy by the middle of the twenty-first

1596   century. At some point during the twenty-first century, India will overtake China

1597   as the world's most populous country. Together with Japan, a country whose

1598   remarkable postwar recovery in the 1950s and 1960s made it a leading

1599   economic power, it seems clear that Asia will be the center of global economic

1600   activity in the twenty-first century.

1601   Contemporary trends—the diversification of economic power and the

1602   globalization of production, Europe's military decline, and a shift in the world's

1603   demographic center of gravity away from the North Atlantic—are finally reversing

1604   what historians have called the "Great Divergence" of the eighteenth century: a

1605   shift in which European growth rates leaped ahead of Asian ones. Among the

1606   most significant developments of our era, then, has been Asia's return to the

1607   leading position in the world that it occupied before the rise of the West.

1608   Exacerbating the West's relative decline, oil-rich states such as Saudi Arabia,

1609   Iran, and Venezuela control the energy supplies on which its prosperity depends.

1610   Elsewhere, regional powers such as Brazil have broken out of former patterns of

1611   Cold War subservience and economic dependency to become dominant regional

1612   and, increasingly, global powers. The present global scene now appears less

1613   predictable, less hierarchical, and—potentially—less stable than in past

1614   centuries.

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